



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Will Rogers Learning Community	19-64980-6022644	May 10th, 2023	June 29,2023

# Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All staff at Will Rogers Learning Community (WRLC) strive to meet ESSA requirements by planning for and delivering high quality instruction in all content areas. Through our ongoing and concerted efforts to provide rich, rigorous, and standards-based learning opportunities to all students, WRLC aligns itself with LCAP goals, as well as the goals and requirements of SMMUSD. As a school, our commitment to providing quality instruction is reflected in teacher professional development, as well as ongoing work with Teachers College, The Cotsen Foundation, and the International Baccalaureate Primary Years Programme.

SLT: The certificated staff elects a Site Leadership Team (SLT) each year that consists of the school administrators, the Instructional Coach, a special education teacher, Teaching and Learning Council leader, and one teacher representative for each grade level. The ensures each group and grade level is represented and that all teachers' input is considered. This also helps to ensure that Rogers is "leading from the middle" and that this group is representative of the school staff. This committee combines the old "Leadership Committee" and the "PD Committee."

The goal of the SLT is to:

1. Analyze data to identify student needs (school-wide)
2. Determine a focus for the school based on those needs (what we need to implement to help students)
3. Determine supports needed for staff in the focus area (for example PDs, Learning Walks, inquiry support etc.)
4. Collect evidence of learning to inform our actions
5. Determine our yearly PD calendar and make adjustments as needed.

The SLT has 3 daylong meetings each school year, and additional monthly meetings. During these meetings data is analyzed, and the team focuses on our school site focus. During these meetings the group collaborates to build capacity, determine next steps for Professional Development, and deepen our expertise in our area of focus.

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.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As a part of the Comprehensive Needs Assessment, Will Rogers Learning Community refers to the SMMUSD Hanover Parent Survey sent out by the District office. This survey provides us with information about parent involvement and satisfaction. In addition to this, during the school year, teachers are surveyed about professional development as well as school business. Students in grades 3-5 are surveyed regarding school climate. This takes place one time per year.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal and assistant principal conduct regular informal classroom observations and school-wide instructional rounds. At least once annually the SLT and Pathway administrators conduct a school-based walk through once each year. The school board along with members of the cabinet have also walked through classrooms. Evaluations are conducted every five years and between that time, teachers also participate in a professional growth experience. During regular informal instructional rounds, we look for evidence of student engagement, implementation of Common Core Standards, STEM, balanced literacy, CGI, mathematical practices, differentiated instruction, and implementation of Social-Emotional learning programs such as Responsive Classroom and Restorative Practices. We also collaborate with Educational Services to examine evidence of district goals and initiatives, as well as our focus areas as defined by our SPSA.

One of the district goals is a guaranteed viable curriculum, meaning that students receive the same level of instruction in all classrooms. Our observational data revealed that we are doing many things well and that we need work in some areas. As a staff, we are very consistent with our implementation of STEM. We also do well with certain components of balanced literacy, such as Close Reading and Words Their Way. All teachers are using CGI to some extent.

To ensure that we are consistent with our design and delivery of balanced literacy, we have been working to ensure that all teachers attend Readers/Writers Workshop training. Teachers who have attended training have conducted several Readers Workshop sessions during our bank-time professional development. All grade levels have weekly planning time, during which they language arts instruction collaboratively, based on the Common Cores standards, district curriculum guides, and using materials Lucy Calkins RW Workshop Units of study to create their plans. We have also scheduled classroom visits for teachers to observe each other in implementing RW workshop. For the past two years we have partnered with the TCRWP, as a project school. We receive 5 days of PD and those are structured to include classroom observations and on-the-spot coaching for teachers, at each grade level.

We conducted Fall and Spring math learning walks. Our observations revealed the need to work on partner talk in our math instruction, as well as ensuring that we are incorporating academic vocabulary into lessons. We have included those topics in our professional development plan, as a result of looking at formative and summative math data.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We regularly examine data to inform instruction and work as both a whole-staff professional learning community (PLC) and grade level PLCS. All grade levels engage in regular data meetings as part of their ongoing Professional Learning Community (PLC) work to examine formative assessment data to better differentiate instruction and intervention and to evaluate the effectiveness of instruction and intervention. We meet as a whole staff PLC once a month and engage in conversations about student learning across grade levels. Teachers are subbed out for half a day for data meetings. During data meetings, the Literacy Coach uses a protocol to discuss formative data, such as that from BAS, writing samples, Star, IABs and student work. Teachers use this information to guide their instruction for the upcoming weeks. Literacy Coaches and teachers also use it to determine groups for intervention in reading and mathematics. This year, all teachers participated in Star training to learn how to utilize the programs reports and charts to inform their instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on academic skill level, social partnerships and are flexible in nature. Data is consistently reviewed and teachers modify their instruction to meet student needs. School Implementation Plan is designed to increase our ability to conduct inquiry (students and staff). The targeted practice of conferring will be the primary means by which teachers access the strengths and next steps of our students. Conferring is a practices that is utilized in workshop classrooms; it supports the autonomy of the student by respecting their strategies and ideas. By carefully following the architecture of the conference (as proposed by Lucy Calkins, Teachers College), Rogers' teachers will collect data (research) regarding a student's reading/writing, compliment the student for their work, decide on a teaching point, and teach the student a specific strategy based on the conference.

Additionally, we use a number of formative assessments to monitor students ELA and mathematics progress throughout the year. Star, IAB, SBAC, writing rubrics, BAS informal reading inventory, math unit tests, and an ongoing focus of looking at student work as a professional learning community. Teachers meet twice a month during bank time on Friday mornings and they meet weekly, during the day or after school, depending on the grade level. All of our PLC work involves examining Common Core Standards, designing lessons to meet those standards, and developing assessments that demonstrate what students know and are able to do.

Teachers also utilize data from Lexia and Dreambox to consider student baseline data and progress. Teachers work with the Literacy Coach and Literacy and Language Interventionist (LLI) to review the data. Together, with the Literacy Coach and LLI, teachers follow particular protocols to ensure every student is considered in the data analysis. From that data, students who require Tier II and III interventions are identified. The LLI teacher provides reading intervention support using the SIPPS and LLI programs 4 days a week to identified Tier 2 and 3 students. Emerging readers in grades kinder and 1st are provided intervention reading support using KPALS and PALS programs. Further, teachers are able to evaluate their core instruction and determine what they need to work on with their entire class and with students in small groups. They also consider how to ensure progress monitoring is fluid and appropriate to student growth over the course of the school year. This year we are continuing with our school wide writing prompts and using a student work protocol during our collaborative time. The student work is also used to calibrate rubric scoring and discuss implications for lesson design collaboratively. This teacher to teacher model has seemed to be effective and helped keep previous SLT initiatives moving forward.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All staff members have the appropriate credentials for the grades they teach and meet the ESEA requirements for ESEA. We have met the ESEA requirements.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Common Core Standards is the curriculum, and teachers use the district developed curriculum guides to guide the delivery of those standards and use of materials and other resources to do so. In addition, all teachers have "My Math," which is a state-adopted common core text book and the "Readers Workshop Units of Study" in reading and writing which is rooted in the ELA Common Core Standards, as well as Benchmark which is the district adopted program for ELA. Every summer a group of teachers attended the Readers Workshop Training. homegrown institutes offered by the district or by TCWRP. This year, a group of 7 teachers attended a TCWRP/IB training in Tokyo. Our Bank Time professional development will focus on \ ELA and our social curriculum (Responsive Classroom & Olweus), both of which improve teaching so that students can access the curriculum. We also will address other topics as identified by grade-level and school-level PLC work.

We also have systems and structures in place for instructional coaching. Two literacy coaches who provide direct coaching to teachers, which includes modeling in the classroom, observing lessons and giving feedback, leading professional development, and meeting with teachers as grade-level PLCs. Our assistant principal provides math coaching, which includes modeling in the classroom, observing lessons and giving feedback, leading professional development, and meeting with teachers as grade-level PLCs. In addition, two classroom teachers serve as math coaches and receive ongoing training from SMMUSD in best practices in teaching mathematics. We also have a dedicated STEM/ IB coordinator teacher. In this role she meets with grade level teams 4 times to help design the inquiry units of study.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have 14 instructional assistants who work in grades Tk-2, two of whom work to provide Tier 3 reading instruction. We also have a part-time reading teacher to provide tier 3 instruction to students in grades four and five. We have a district-funded Literacy Coach who works directly with teachers to model lessons, provide feedback, and facilitate PLC work. In addition we have a district-provided Language and Literacy Interventionist who provides ELD instruction to English Language Learners.

### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate on a regular basis. We dedicate two bank-time Fridays to grade-level PLC work, during which teachers focus on the following for questions: What do we want students to know? How will we know if they know it? What will we do when they know? What will we do if they don't know? Teachers use a variety of data including student work, observations, and formal and informal assessments to guide these questions. In addition, they have an additional 45-60 minute time per week to meet and plan. Grade K, and 3-5 have this during the day. Grades 1 & 2 meet weekly after school.

## Teaching and Learning

### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We develop our schedule to incorporate Tier 3 reading intervention during the school day. Teachers also collaborate to provide a specific time during the day in which students receive targeted reading instruction at their levels. We provide Tier 3 math intervention after school in grades 3-5.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have board-adopted text books available. Further, the school has purchased Leveled Literacy Intervention Kits, Reader's Workshop Units of Study. We have also purchased Words Their Way Materials, Lexia in Grade K-2, ST Math in all grades, and Front Row in grades 3-5.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Will Rogers Learning Community organizes instruction and invests its core and categorical resources to provide opportunities for underperforming students to meet standards. We use Response to Intervention and Instruction (RTI2) and PLC structures to incorporate data collection and analysis into a regular part of the school program. The Literacy Coach helps teachers craft rigorous and differentiated instruction in reading, writing, integrated ELD and language arts. The Language & Literacy Intervention specialists provides Tier 3 reading instruction and ELD instruction directly to students. Two of our Instructional Assistants (IAs) receive training in LLI and SIPPS and support Tier 3 Intervention. All of our IAs receive training in WTW to support classroom implementation. The math coaches work with grade levels to help them develop math instruction that includes math talk/integrated ELD and CGI problems. School protocol is to conference with parents of students who are not yet achieving standards and develop academic improvement plans with things that will happen at school and at home and periodic follow ups and adjustments at regular intervals. In addition, the Site Council invests SPSA funds from Title I and our Stretch Grant to provide four additional IAs who support this work.

Evidence-based educational practices to raise student achievement

Will Rogers Learning Community Edison staff use research-based instructional strategies, including balanced literacy, high impact literacy intervention tools (SIPPS, LLI), Cognitively Guided Instruction (CGI) for math as well as strategies for English Learners to meet the needs of students and increase achievement.

## Parental Engagement

#### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent education is provided throughout the year by means of our various parent involvement programs. Additionally, parents attend our many events, including math and literacy nights, STEM Nights, Coffee and Conversation with the principal, PTA guest speakers, and ELAC guest speakers, and educational consultants (math, literacy, inquiry, etc.) Topics include -- but are not limited to -- supporting students in reading and math, understanding STEM. School Safety, Bullying Prevention, and Social-emotional curriculum. Our St. John's partners offer parenting classes, a 10-week course, in both English and Spanish, which supports our Responsive Classroom efforts. Our St. John's partners also offer individual counseling to students who qualify for it and lead social-skills groups, which are available to all students. Our PTA provides after-school enrichment classes in a variety of topics and provides full scholarships to any family that needs them. Furthermore, through our SSGC and ELAC groups, parents have opportunities to develop, evaluate, and revise our SPSA.

#### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

#### Funding

#### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Will Rogers Learning Community uses Title 1 funds to fund for additional IAs to support reading intervention work. Funds are also used to purchase books for classroom libraries, materials that support quality first instruction and intervention, computer software that supports differentiation and intervention, and funds to pay teachers to lead after-school math intervention.

#### Fiscal support (EPC)

The district supports with the management of fiscal resources.

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

#### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA is a document informed by all constituents of Will Rogers Learning Community. Involvement of parents in the decision-making of the school -- including the development of the SPSA -- is a regular and ongoing process. The process includes, but is not limited to, the following venues: School Site Governance Council meetings, Coffee and Conversation Meetings, frequent communication with parents (between administration and parents), the WRLC ELAC, as well as occasional "town hall" meetings. Each of these afford the school opportunities to inform the direction and content of the SPSA, including the development of the goals inclusive of the action plan for each. In addition to opportunities for the school administration to consult with parent groups, each teacher has frequent interactions with parents. These interactions inform the work of our PLCs as well as the work of our Site Leadership Team.

Collaborative conversations are held at monthly meetings to receive feedback and input from the WRLC ELAC, SSC and PTA. Guiding questions for these discussions are:

Is this goal relevant to our school and community? What is/was our intention in relation to the goal?



What does the available data tell us? Did we meet our goal? Does our data align with the intention of the goal?

Are our goals sufficient? What do we need to revise, reconsider or rethink? What measures or systems will we need to moving forward?

This year, our SSC joined us on a learning walk to help learn about the instructional program at our school. We used these observations to inform our SPSA goals.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

For the 22-23 school year we have a high rate of absenteeism of staff in all classifications. This greatly impacts the daily function of our school on a daily basis. Aside from teaching positions, which are easier to get subs, we are seldom able to hire substitutes which pose concerns for student safety and continuity of learning.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.25%	0.18%	2	1	1
African American	7.4%	5.78%	9.29%	35	23	51
Asian	6.5%	5.28%	5.65%	31	21	31
Filipino	1.5%	1.01%	1.09%	7	4	6
Hispanic/Latino	43.9%	47.24%	42.44%	209	188	233
Pacific Islander	0.4%	0.25%	0.36%	2	1	2
White	35.9%	34.67%	36.07%	171	138	198
Multiple/No Response	4.0%	5.53%	4.92%	19	22	27
<b>Total Enrollment</b>				476	398	549

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	76	119
Grade 1	65	64	72
Grade 2	64	59	90
Grade 3	79	58	87
Grade 4	73	67	87
Grade 5	104	74	94
<b>Total Enrollment</b>	476	398	549

### Conclusions based on this data:

1. Enrollment decreased approximately 3-4% from 18/19 to 20/21. The largest decline in enrollment was from 20-21 to 21-22. This is likely due to a host of factors related to COVID-19.
2. Demographics are shifting from one year to the next resulting in latino and white with the highest % of student groups. Both subgroups increased by by 7% from last year.
3. In 2022-23 we gained 150 students from a merger with a neighborhood school under construction, bringing our total enrollment higher than it has been in many years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	44	44	52	9.20%	11.1%	9.5%
Fluent English Proficient (FEP)	44	38	40	9.20%	9.5%	7.3%
Reclassified Fluent English Proficient (RFEP)	4			9.1%		

### Conclusions based on this data:

1. EL enrollment has decreased slightly over the past few years, with the largest decrease in 22-23 by 2.5 %.
2. On average 10% of our total population are EL learners.
3. The number of reclassified students increased 7% from 19-20 to 20-21.

# School and Student Performance Data

## Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Spring Star Diagnostic Data	547	358	66	10

## Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Spring Diagnostic Data	547	357	68	5

### Conclusions based on this data:

1. Well over half of our 2nd-5th graders are performing above grade level in both ELA and math.
2. Our rates for participation are not at 100% due to absences and not ensuring that we test within the window. We need to improve this rate, it is 5-10 students which is a very manageable number.
3. If our Star spring scores are predictive of our CAASPP scores, we will meet our SPSA goal by increasing our proficiency rate by 10% on both math and ELA.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	60		0	57		0	57		0.0	95.0	
Grade 4	72	67		0	65		0	65		0.0	97.0	
Grade 5	99	74		0	74		0	74		0.0	100.0	
All Grades	244	201		0	196		0	196		0.0	97.5	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2453.			35.09			31.58			21.05			12.28	
Grade 4		2484.			33.85			24.62			7.69			33.85	
Grade 5		2533.			37.84			18.92			22.97			20.27	
All Grades	N/A	N/A	N/A		35.71			24.49			17.35			22.45	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		28.07			66.67			5.26				
Grade 4		30.77			44.62			24.62				
Grade 5		28.38			64.86			6.76				
All Grades		29.08			58.67			12.24				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.05			59.65			19.30	
Grade 4		23.44			56.25			20.31	
Grade 5		31.08			52.70			16.22	
All Grades		25.64			55.90			18.46	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.04			73.68			12.28	
Grade 4		20.00			66.15			13.85	
Grade 5		25.68			66.22			8.11	
All Grades		20.41			68.37			11.22	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.56			66.67			8.77	
Grade 4		21.54			63.08			15.38	
Grade 5		27.03			67.57			5.41	
All Grades		24.49			65.82			9.69	

**Conclusions based on this data:**

1. 60% of our 3rd-5th graders met or exceeded the standard in ELA.
2. Of the four area claims, listening was the overall highest at 68%. Writing is an area of growth at 56% of students meeting the standard.
3. The percentage of students in the standard not met category was greatest (15-24%) in all claim areas, was in the 4th grade.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	60		0	58		0	58		0.0	96.7	
Grade 4	72	67		0	64		0	64		0.0	95.5	
Grade 5	99	74		0	74		0	74		0.0	100.0	
All Grades	244	201		0	196		0	196		0.0	97.5	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2460.			34.48			32.76			12.07			20.69	
Grade 4		2466.			25.00			18.75			25.00			31.25	
Grade 5		2495.			24.32			12.16			32.43			31.08	
All Grades	N/A	N/A	N/A		27.55			20.41			23.98			28.06	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.66			41.38			18.97	
Grade 4		25.00			37.50			37.50	
Grade 5		20.27			44.59			35.14	
All Grades		27.55			41.33			31.12	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.66			44.83			15.52	
Grade 4		20.31			48.44			31.25	
Grade 5		17.57			60.81			21.62	
All Grades		25.00			52.04			22.96	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.21			51.72			12.07	
Grade 4		26.56			45.31			28.13	
Grade 5		16.22			60.81			22.97	
All Grades		25.51			53.06			21.43	

**Conclusions based on this data:**

1. 48% of our 3rd-5th graders scored at or above standard. Third grade students performed the highest overall with 67% of the students scoring at or above standard. While 5th grade had 36% scoring at or above the standard.
2. Of the three claim areas, Applying Mathematical Concepts and Procedures was our lowest scoring area, with 30% students performing below standard. The other two claims had very similar scores with 75% above at and near the standard.
3. The percentage of students scoring in the Standards Not Met category increased by 10 percentage points in grades 3rd-5th.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	10	
1	*	*		*	*		*	*		8	6	
2	*	1509.9		*	1520.8		*	1498.4		*	11	
3	*	*		*	*		*	*		7	*	
4	*	*		*	*		*	*		9	7	
5	*	*		*	*		*	*		7	8	
All Grades										38	43	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	36.36		*	36.36		*	27.27		*	0.00		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	2.63	27.91		47.37	30.23		44.74	39.53		5.26	2.33		38	43	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	72.73		*	18.18		*	9.09		*	0.00		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	28.95	46.51		52.63	32.56		15.79	18.60		2.63	2.33		38	43	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	9.09		*	54.55		*	18.18		*	18.18		*	11	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	2.63	11.63		26.32	37.21		55.26	25.58		15.79	25.58		38	43	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	54.55		*	45.45		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	21.05	39.53		78.95	58.14		0.00	2.33		38	43	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	54.55		*	45.45		*	0.00		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	26.32	41.86		71.05	55.81		2.63	2.33		38	43	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	45.45		*	36.36		*	18.18		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	10.53	23.26		63.16	48.84		26.32	27.91		38	43	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	9.09		*	72.73		*	18.18		*	11	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	10.53	23.26		73.68	60.47		15.79	16.28		38	43	

**Conclusions based on this data:**

1. We had a small increase of EL students in 21-22 from the previous year. With the largest group in 2nd grade. 58% of the students scored at a level 3 or 4 in 21-22.
2. More specifically, 83% of our EL learners scored at well and moderately developed in the writing domain and 97% scored at well and moderately developed in listening.
3. An area for growth is in reading with 72% scoring level 3 and 4.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>398</b>	<b>31.7</b>	<b>11.1</b>	<b>0.5</b>
Total Number of Students enrolled in Will Rogers Learning Community.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	11.1
Foster Youth	2	0.5
Homeless	6	1.5
Socioeconomically Disadvantaged	126	31.7
Students with Disabilities	54	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	5.8
American Indian	1	0.3
Asian	21	5.3
Filipino	4	1.0
Hispanic	188	47.2
Two or More Races	22	5.5
Pacific Islander	1	0.3
White	138	34.7

**Conclusions based on this data:**

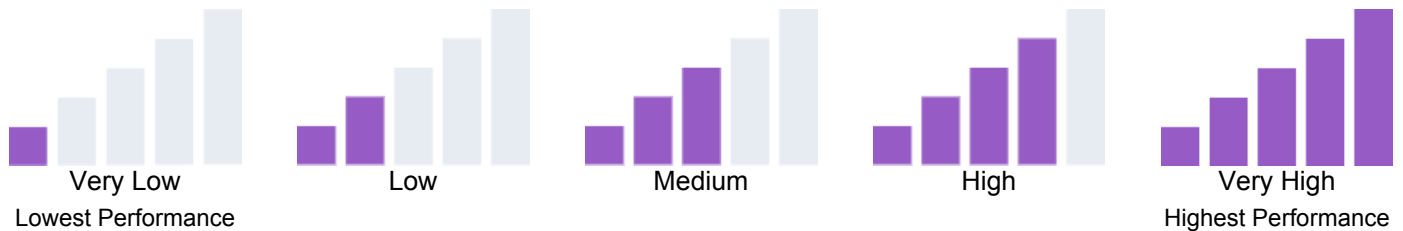
1. Will Rogers is a socio-economically and ethnically diverse student population. African American, asian and two or more races make-up 17% of the student population.
2. White and hispanic make up 81% of our student ethnicities. This data is the reason in which our school chose Spanish as our IB language of choice.
3. Our largest subgroup is SED with 31.7% which will inform how we apply supplemental funding and services. Students with disabilities and EL learners are the next largest with similar sized groups.

# School and Student Performance Data

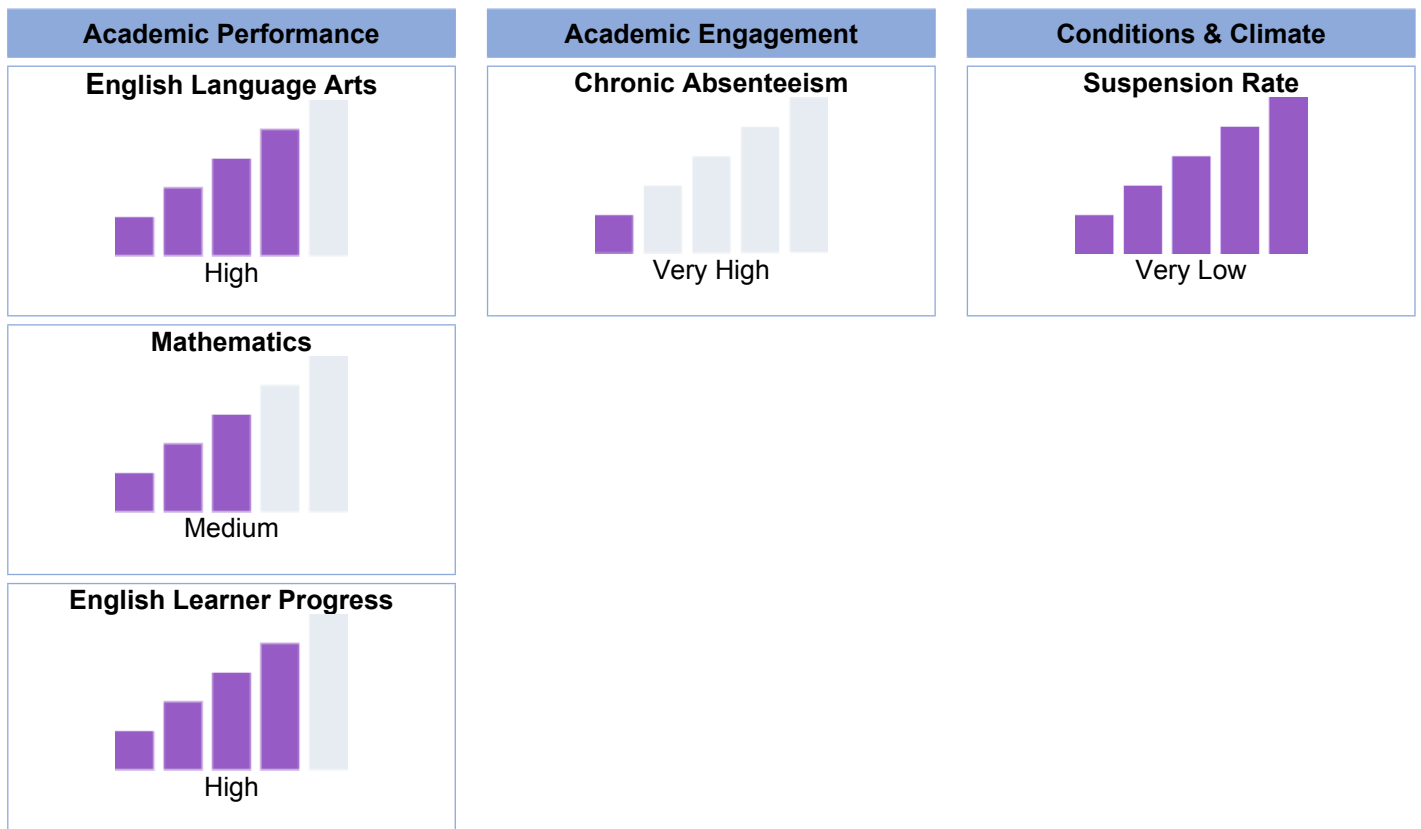
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- Overall, we performed higher in ELA (with a score of high) than in math (with a score of medium). EL progress is high demonstrating our success towards implementing interventions and supports.
- Given surges in COVID-19 during 21-22 our absences were in the very high range. However, we are trending towards improving absences to pre pandemic rates.

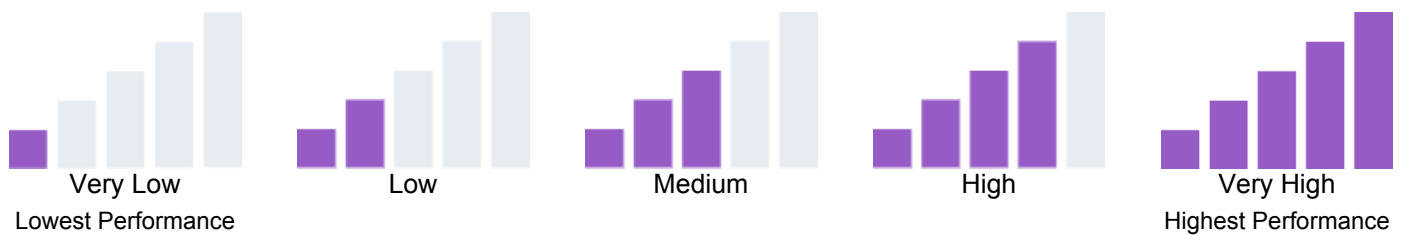
- 
- 
3. We continue to have an extremely low rate for suspensions as we implement a continuum of positive behavior supports.

# School and Student Performance Data

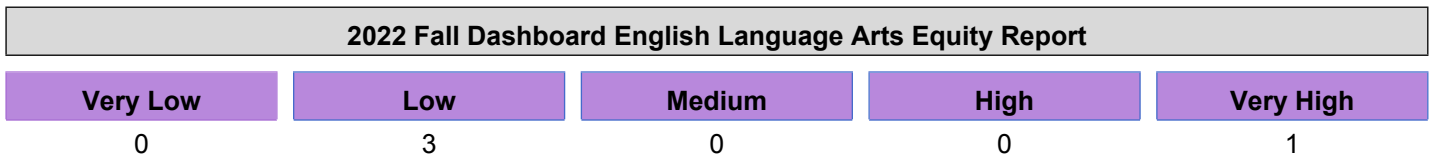
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

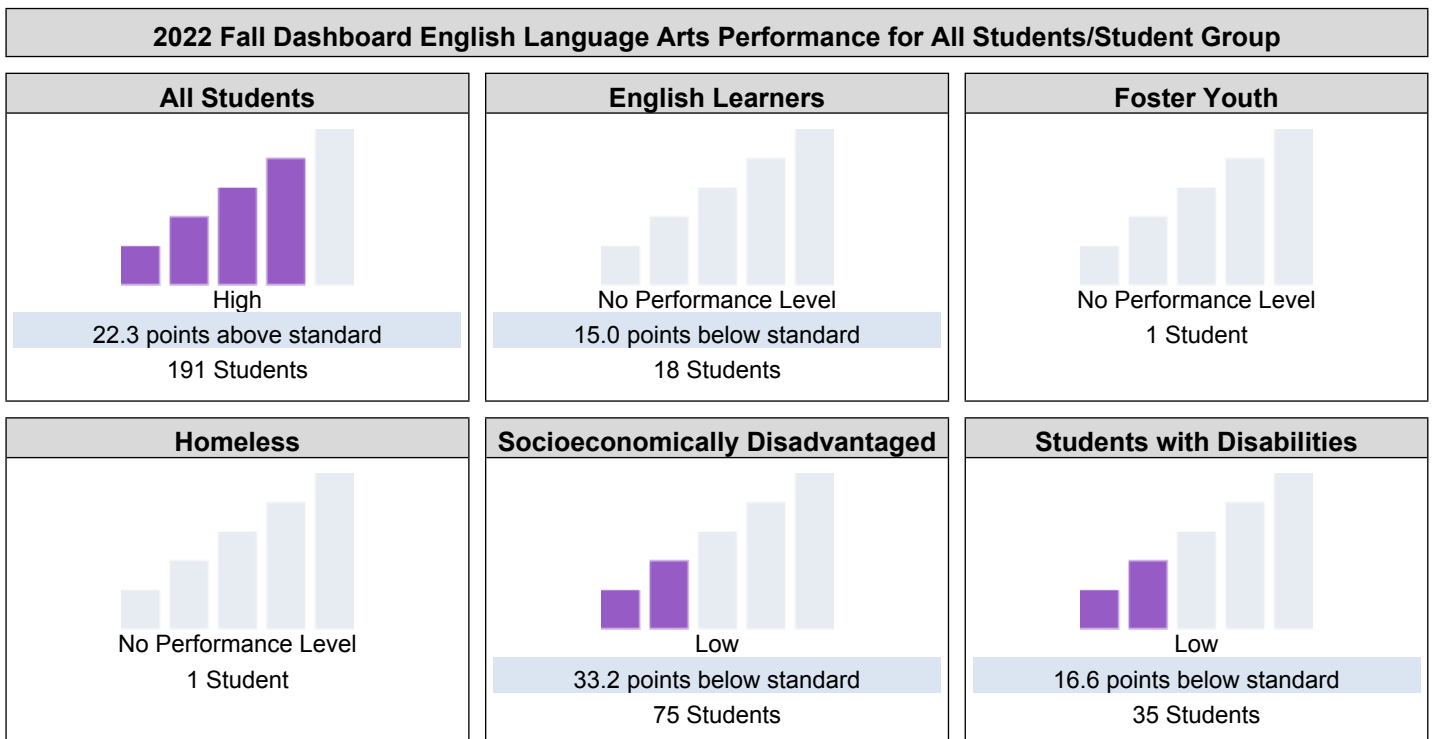
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

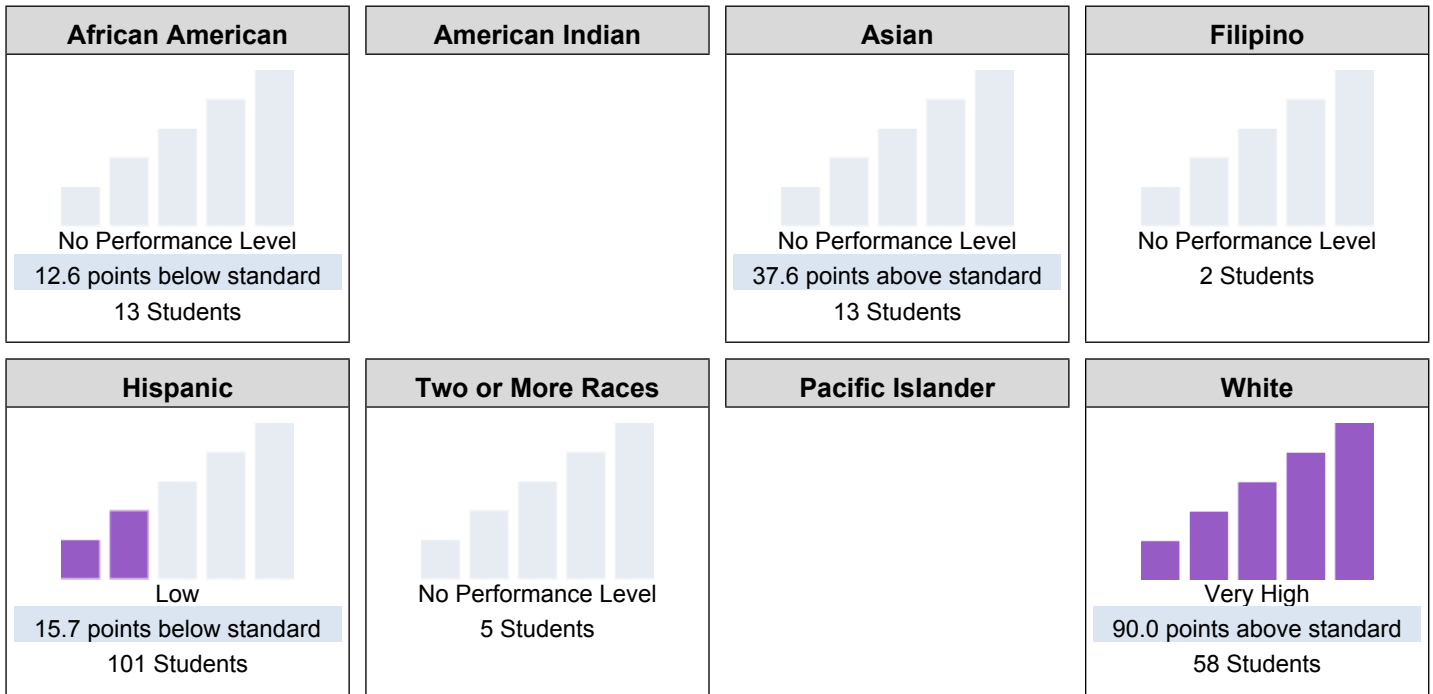


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
62.9 points below standard 15 Students	4 Students	27.4 points above standard 151 Students

**Conclusions based on this data:**

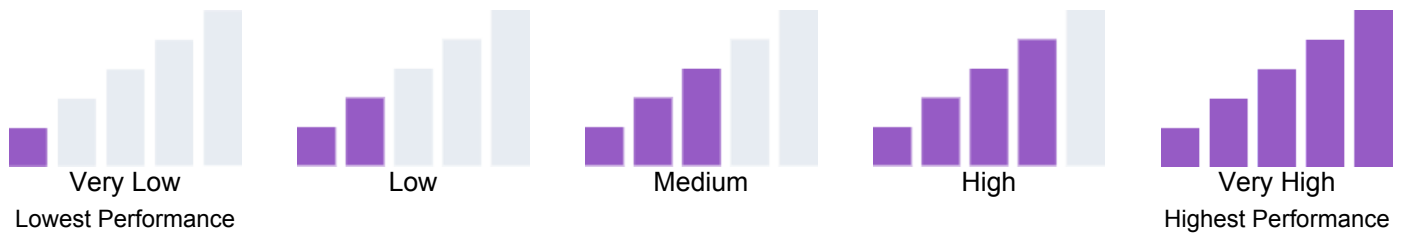
- Overall, the majority of our students scored in the high range for ELA.
- Similar to statewide trends, we will need to continue our attention on closing the achievement gap between our hispanic students (scored 15.7 points below standard) and our white students (90 points above standard).
- Our students with disabilities are performing (as a whole) 15 points higher than the SED subgroup. This data can help us identify the supports we may be lacking for our SED subgroup.

# School and Student Performance Data

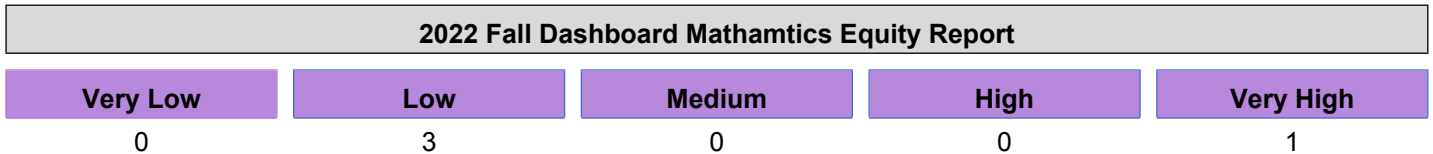
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

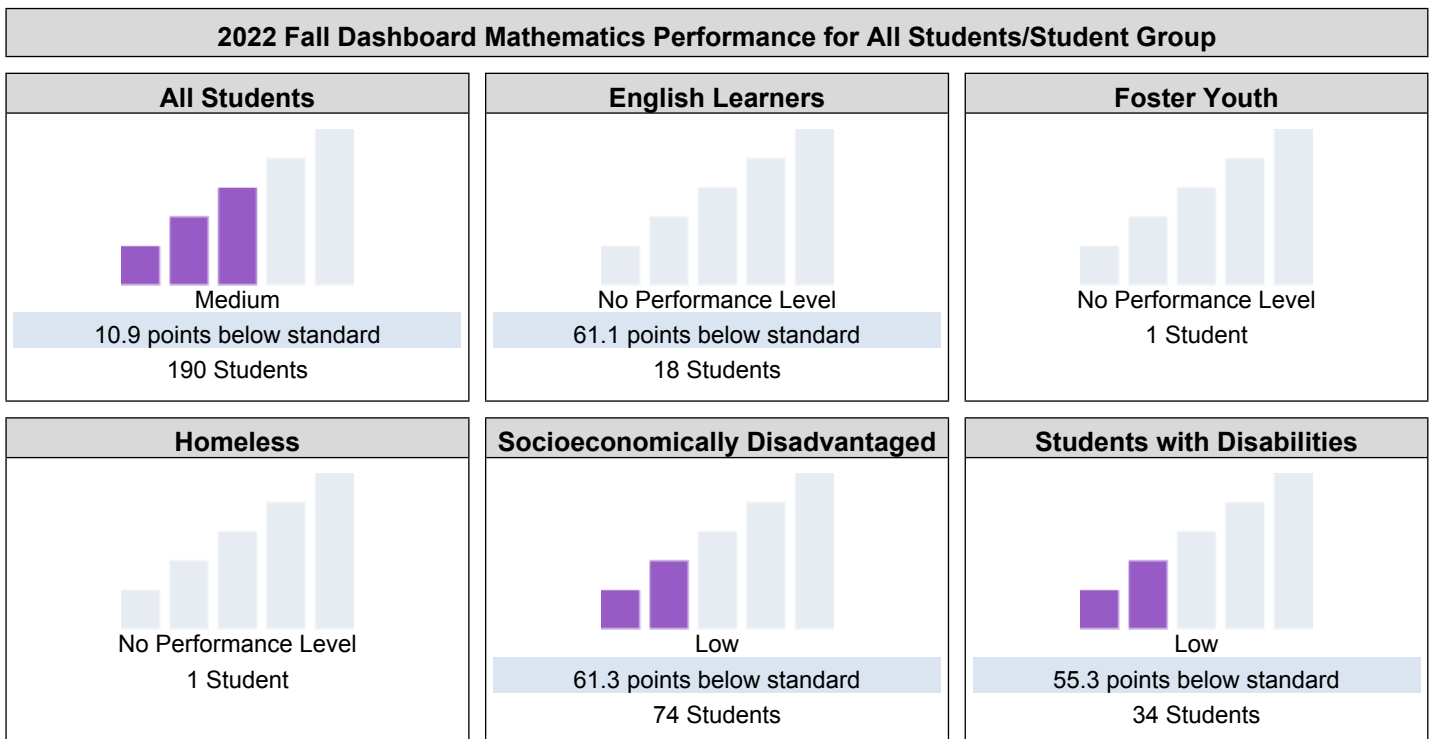
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



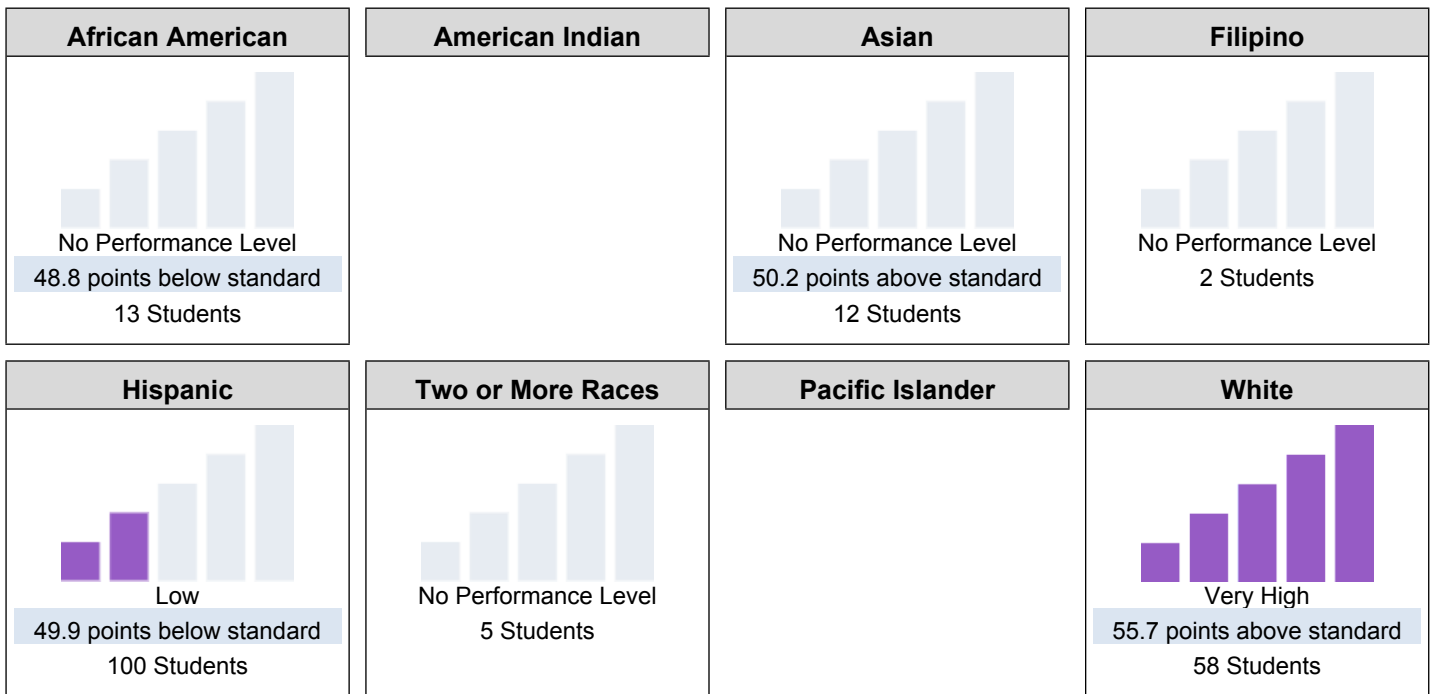
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>79.7 points below standard 14 Students</p>	<p>4 Students</p>	<p>4.5 points below standard 150 Students</p>

### Conclusions based on this data:

1. Similar to ELA scores, we have work to accomplish in closing the achievement gap that exist between (very high) scores for white students and (low) scores for hispanic students. Something to note is are subgroups, AA (48.8% below) and EL 61.1%.
2. While the largest percentage of students performed (medium) overall in mathematics, this is lower than an overall score of (high) in ELA. 58 students (which our white demographic students) performed very high.
3. Subgroups SED and students with disabilities have similar scores of 56-60 points below standard.

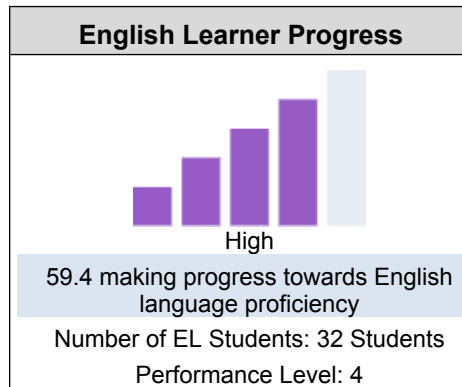
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	28.1%	6.3%	53.1%

#### Conclusions based on this data:

- 53.1 % or half of our EL learners progressed at least one level.
- Given the low number of students (0-5) who decreased levels, we can readily design, plan and implement a plan for support.
- We will need to closely monitor the 28% EL learners who maintained their level to ensure that they make progress next year.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

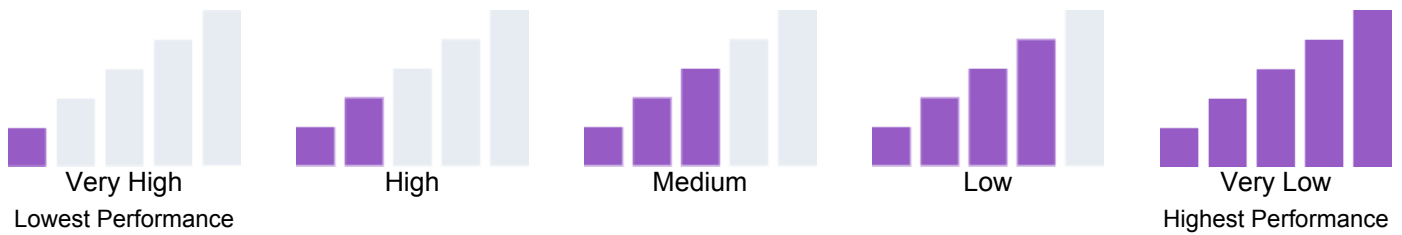
- 1.

# School and Student Performance Data

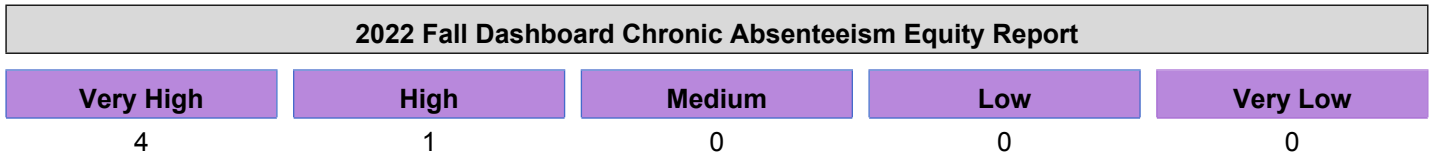
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

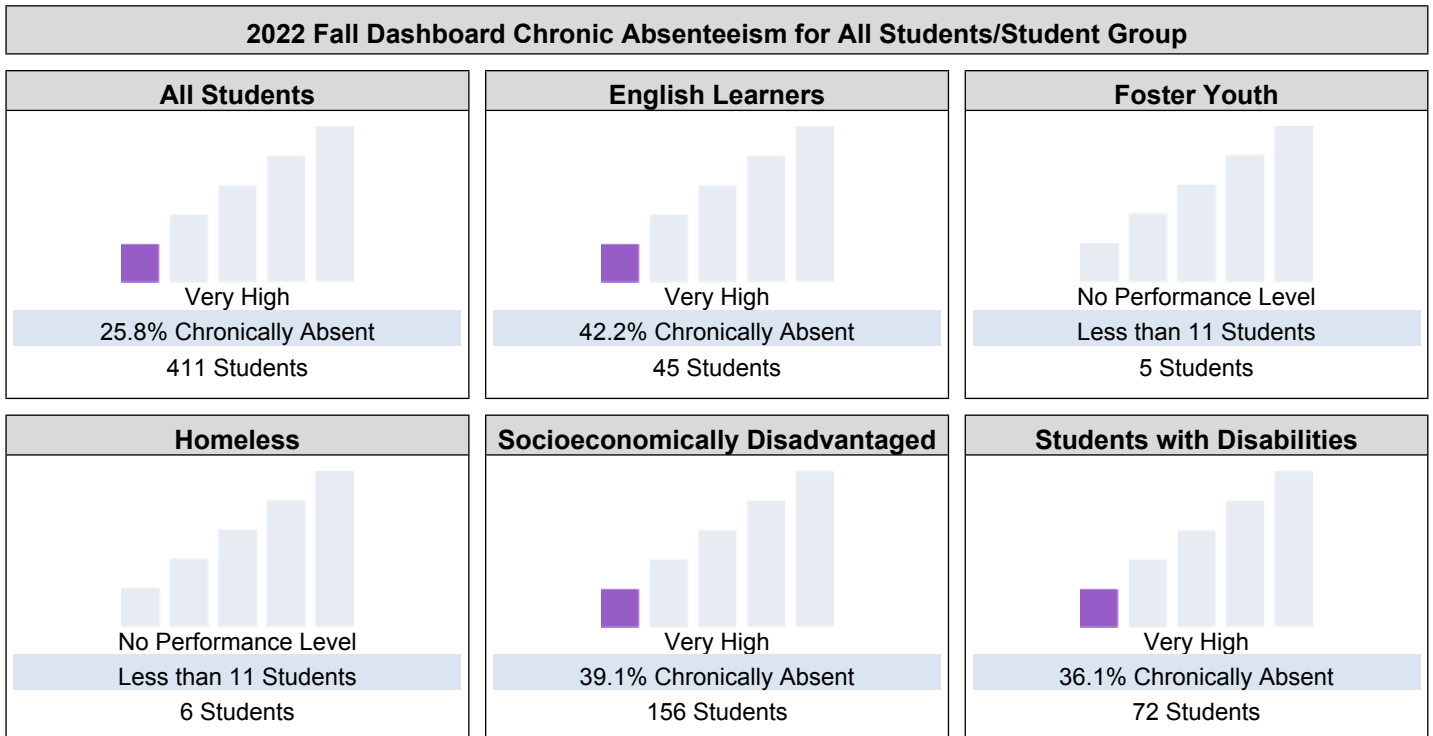
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



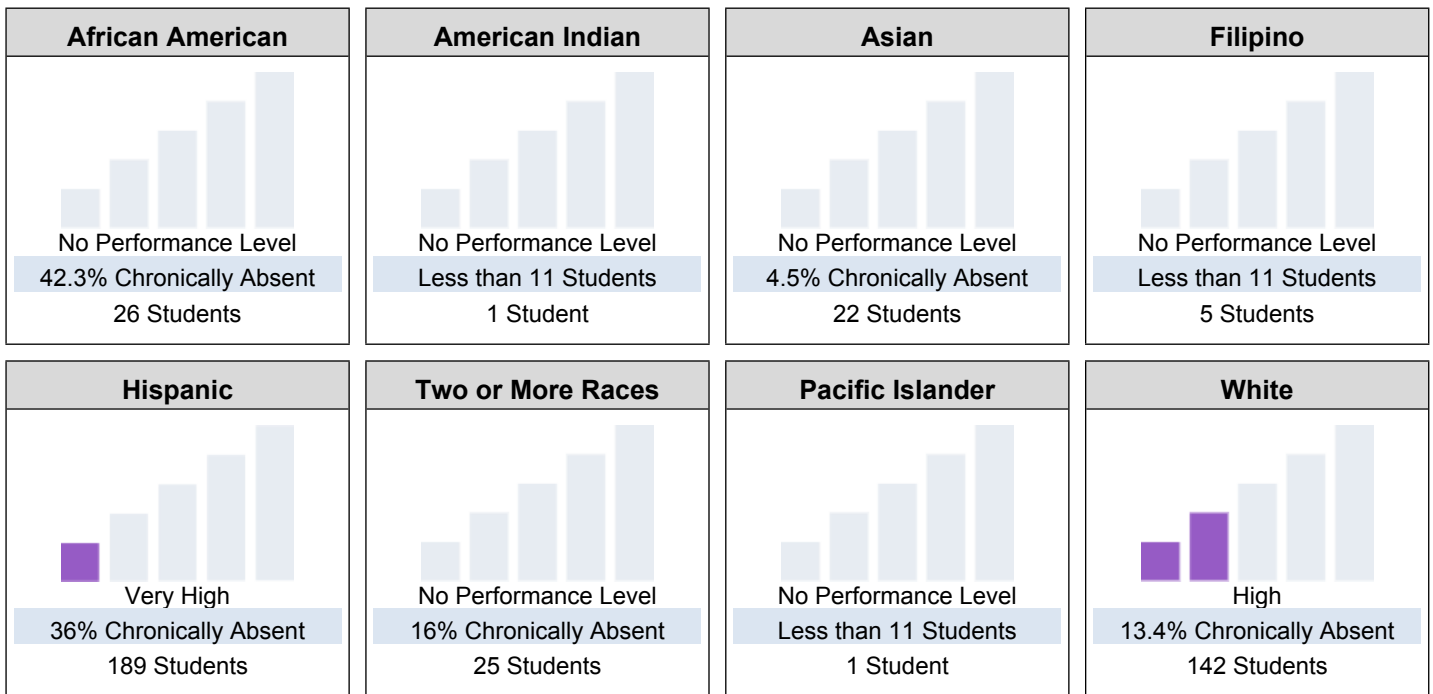
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



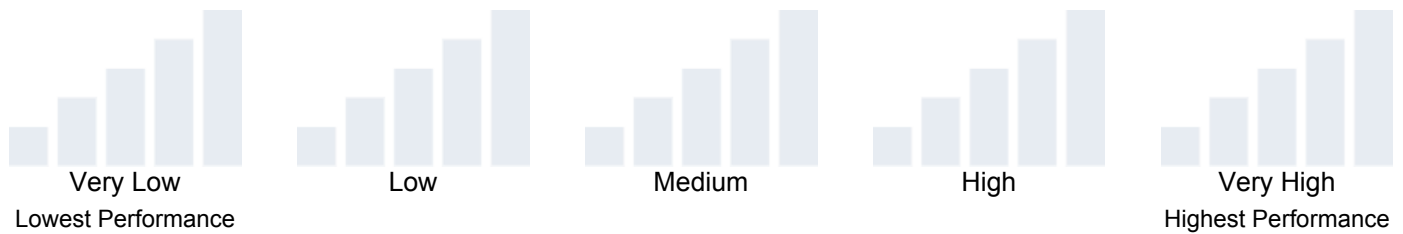
### Conclusions based on this data:

1. 25% of the population had chronic absenteeism in 21-22. This is partly due to the COVID 19 surges that have contributed to an increase in chronic absenteeism at rates much higher than pre-pandemic.
2. Our two largest ethnicity subgroups scored high for chronic absenteeism, which statistically points that overall our student body has room for improvement in attendance school-wide.
3. Our EL learners have the largest rate of chronic absenteeism at 42%, The SED subgroup was the next largest at 39%.

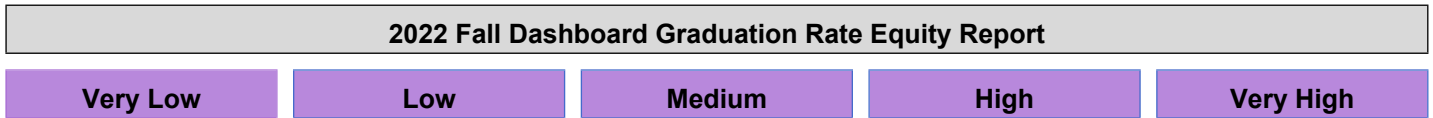
# School and Student Performance Data

## Academic Engagement Graduation Rate

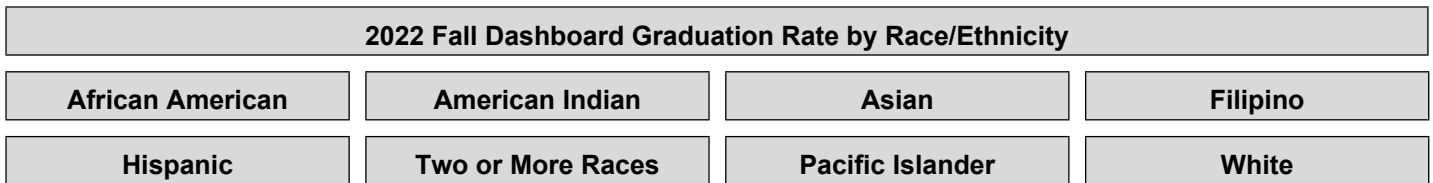
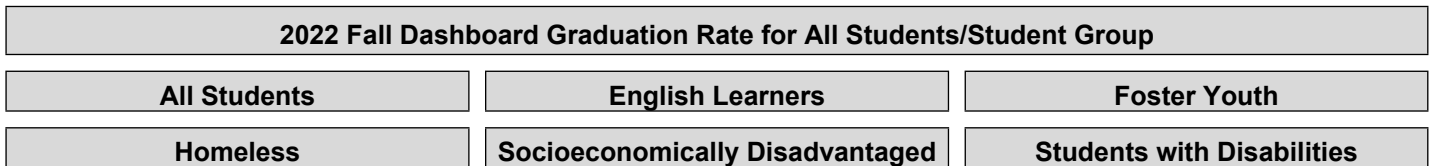
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

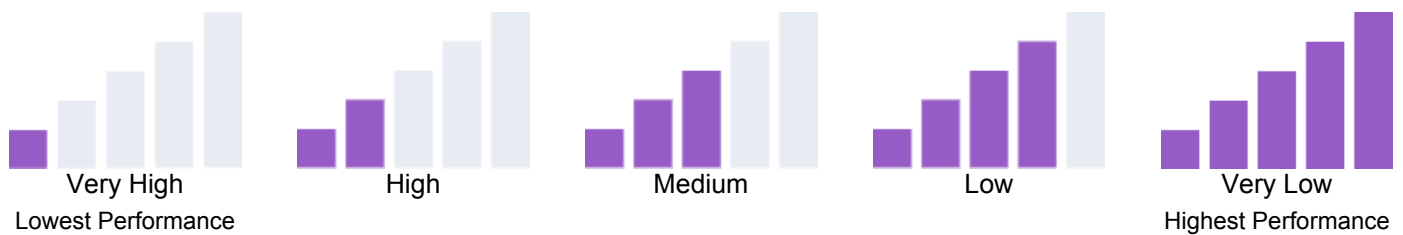


# School and Student Performance Data

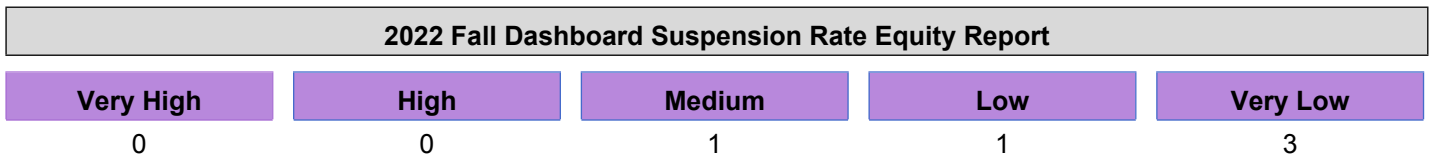
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

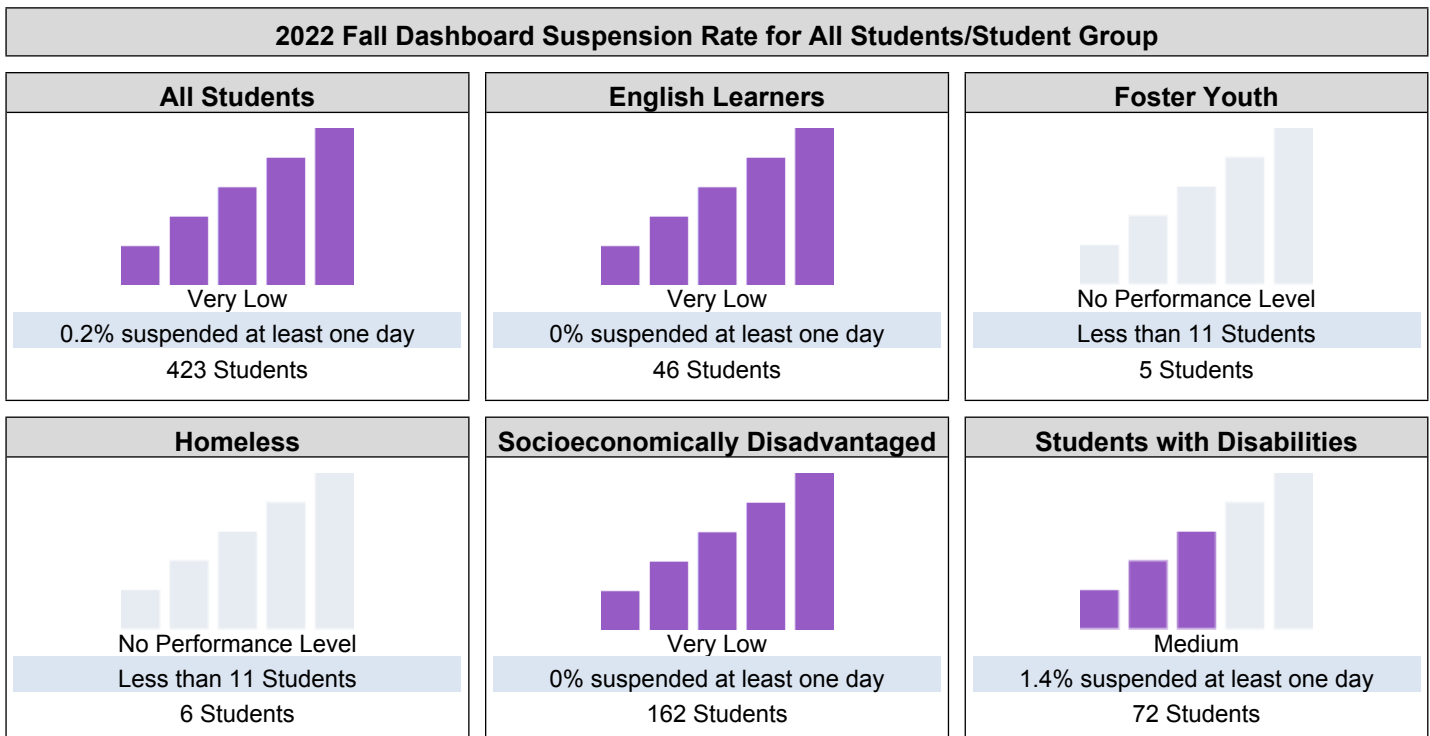
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



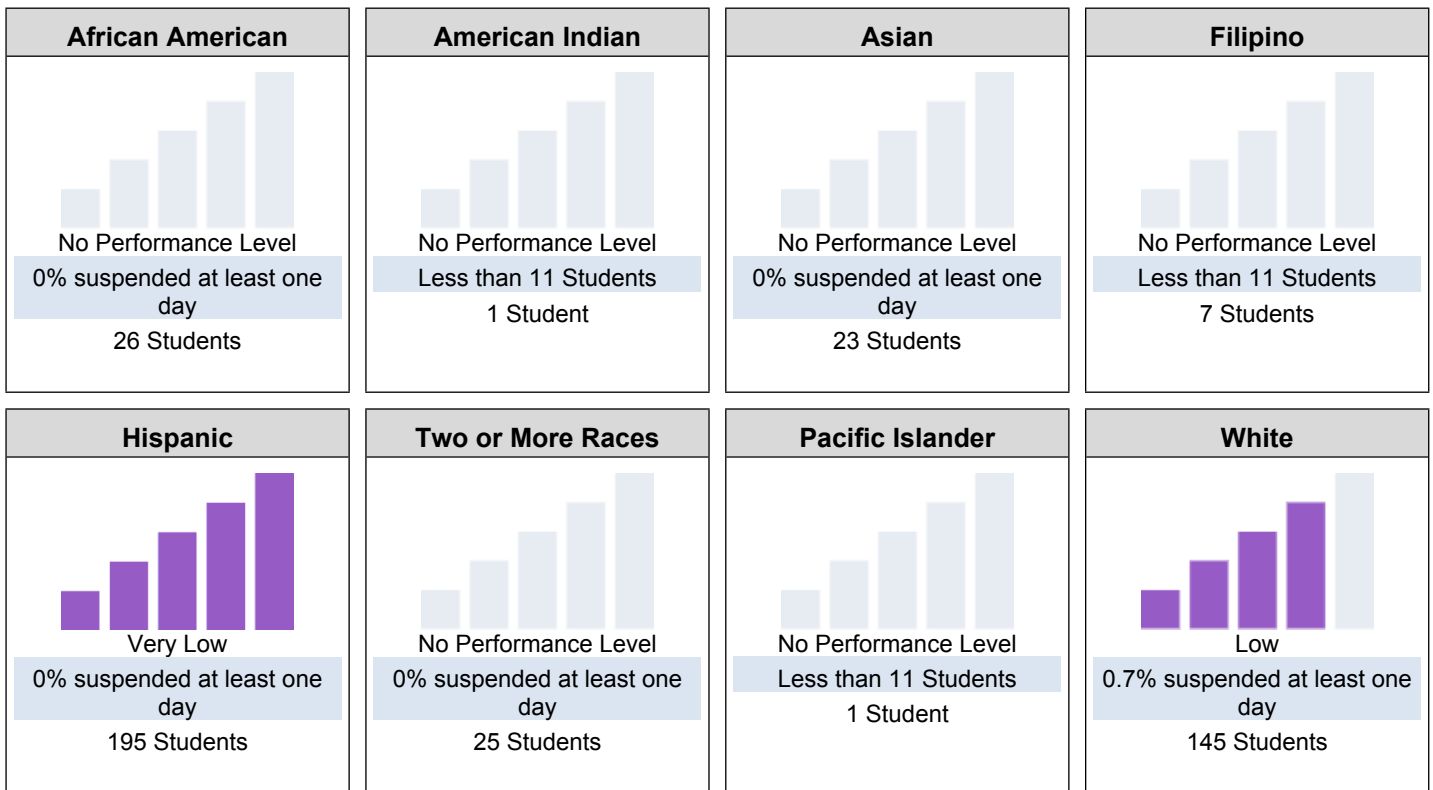
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Given the extremely low rate of suspension, the data doesn't yield notable conclusions.
2. Our students with disabilities is the one subgroup with suspensions. While this might normally raise questions about the types of interventions used to support our SPED students; given the very low rate, it is hard to make conclusions.
3. Given the low rate of suspension, we are doing well implementing alternative consequences and supporting with intervention behavior practices.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

## Goal 1

Engage and support all students, across the curriculum, by promoting critical thinking through inquiry, problem solving, and reflection. Based on the previous year's scores, there will be a 10% increase of students scoring Level 3 and Level 4 on both the Spring Star assessment (2nd-5th) and the ELA and Math CAASPP (3rd-5th) by June 2024. Local measurements such as the CSTP continuum for standard 1.0 will be used to guide teacher development.

## Identified Need

The needs assessment – as practiced by staff at Will Rogers Learning Community – includes regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff have met with the instructional coach and principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The Site Leadership Team (SLT) also engages in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress.

While we excel at establishing structures for inquiry and reflection in all content areas through the workshop and IB model of inquiry lessons, we are not seeing the translation to higher achievement scores on the CAASPP. A focus on establishing core non-negotiable instructional components by grade level will help ensure the fidelity of our program. Strong Tier 1 instruction that includes a balance of differentiation, conferring and intervention will benefit our student outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: 5th Grade ELA	38% exceeded standards; 19% met standards; 23% nearly met standards; 20% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 4th Grade ELA	35% exceeded standards; 24% met standards; 8% nearly met standards; 34% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 3rd Grade ELA	35% exceeded standards; 32% met standards; 21% nearly met standards; 12% did not meet standards	10% increase in the number of students performing at or above grade-level standards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: 5th Grade Math	24% exceeded standards; 12% met standards; 32% nearly met standards; 31% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 4th Grade Math	25% exceeded standards; 19% met standards; 25% nearly met standards; 31% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 3rd Grade Math	35% exceeded standards; 33% met standards; 12% nearly met standards; 21% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
F&P Running Record Assessments	Insufficient data at this time; recorded in Illuminate	70% of students K-5 will meet grade level targets based on the Fountas and Pinnell IRL Leveling System
Baseline Writing Assessment (Based on conferring work)	Rubric Based (Teachers College Units of Study in Writing)	70% of students K-5 will meet grade level targets based on the Teachers College Writing Continuums
IB Learner Profile (K-5)	Per the 10 Learner Profile Attributes	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners (under construction).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including sub-groups and ELs

### Strategy/Activity

Professional Development - By providing high-quality professional development for teachers/staff, all students will benefit from exemplary instruction that includes the latest research-based practices/pedagogy.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,000.00	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Teachers College On-site Professional Development
10,000.00	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Teachers College On-site Professional Development
20,000.00	Title I 2023-24 Allocation 5800: Professional/Consulting Services And Operating Expenditures Math Professional Development/On-site labsite/consultation
10,000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes to provide coverage for Math PD
25,620.00	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Substitutes for TCWRP
10,000	Title I 2022-23 Carry Over 1000-1999: Certificated Personnel Salaries Subs for Math inquiry planning ( fall/Spring

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including students who perform below grade-level

### Strategy/Activity

Instructional materials and supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.0	Title I 2023-24 Allocation 4000-4999: Books And Supplies

	Instructional Materials and Supplies
1,500.00	Title I 2023-24 Allocation 4000-4999: Books And Supplies STEM Notebooks
	None Specified

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who perform below grade-level and/ or specific subgroups

#### Strategy/Activity

Intervention Supports - By providing targeted intervention, our students who perform below-grade level will be supported to make yearly gains.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,500.0	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher Hourly to support afterschool enrichment
10,200.00	Title I 2023-24 Allocation 4000-4999: Books And Supplies Jumprope readers decodable books for TK-2
52,000.00	Title I 2023-24 Allocation 2000-2999: Classified Personnel Salaries Instructional Assistants and subs
62,000	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Intervention Reading Instructor for specific subgroups in grades TK-2nd

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Collaborative inquiry/planning - By providing teachers opportunities to engage in collaborative inquiry, our curriculum, assessments, instructional practices, and goals will be developed to meet the needs of students across all grade levels and content areas.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000.00	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Teacher substitutes to administer BAS (2 days 1st-5th) and 1 day Kinder
10,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Grade level IB planning days

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, including students who perform below grade-level

Strategy/Activity

Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified
7916.00	Restricted Lottery 5000-5999: Services And Other Operating Expenditures Lexia Learning
0	District LCAP Funds 5000-5999: Services And Other Operating Expenditures Dreambox Math
7220	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Freckle for grades 3-5 (ELA, Math, and Social Studies)
0	Ed Foundation None Specified

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including sub-groups and ELs

### Strategy/Activity

Specialty Instruction - Through ongoing specialty instruction, we will support the whole child by providing opportunities for interdisciplinary learning.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District LCAP Funds 1000-1999: Certificated Personnel Salaries Spanish Instruction for Students in Grades 2-5
46200.00	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Regenerative Agriculture
0	District LCAP Funds 5000-5999: Services And Other Operating Expenditures 15 Weeks of Art Instruction for all students

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including sub-groups and ELs

### Strategy/Activity

International Baccalaureate Primary Years Program - through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Site Formula Funds



	4000-4999: Books And Supplies Materials for Thematic Units
5000.00	Title I 2023-24 Allocation 5800: Professional/Consulting Services And Operating Expenditures Category 1 training for new teachers/staff
8250.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures IB Membership

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted support for specific subgroups that qualify for Title I services to increase their academic achievement.

### Strategy/Activity

Parent Engagement - By creating opportunities for parents/families to be involved in their child's school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1500.00

#### Source(s)

Title I 2023-24 Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures  
Literacy and math parent nights

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This was the third year of implementing the above goals, most strategies were implemented successfully. However, due to COVID-19 - and the subsequent cancellation of CAASPP testing - we are only able to compare 18-19 from last year 21-22. We understand that these are post pandemic test scores, which reflect learning loss, a gap in testing years, and instruction from distance learning. Teachers, alternatively, have relied on local assessments (rubrics, running

records, miscue analysis, checklists, on demand writing, computer adaptive programs, anecdotal notes, etc.) in an attempt to assess their students' progress and performance. This year, our grade level teams experienced new members on every team. This occurred because of the merger with Muir. As a result we spent much time on building our tier 1 instruction and alignment on the grade level.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For Goal #1, the most significant budget allocations included funds scheduled for our Teachers College Staff Developers (\$44,000, inclusive of SMMUSD contributions of \$20,000.00) as well as the funds scheduled for farm instruction using stretch. This cost was much higher than anticipated using the most of our stretch monies. The plan included a mathematics PD provider, which we did not use. With the merge of Muir and Rogers, this was never planned and thus, did not occur. This year, with the addition of Muir teachers, much of our work toward the goals had to start with building high performing teams and community building.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In January with our Title 1 allocation update, we adapted the goal to reflect the staffing paid for through title 1 funds that came from Muir. This included a 50% reading teaching and 5 instructional assistants. Additionally, as we attempted to compare local and state metrics to look for growth, we could only make estimations. The dashboard and district scores were available as either Muir or Rogers but not combined. We found this goal to not be specific enough to tie to an instructional framework. Thus, we designed an entirely new goal that reflects the work we have been doing in inquiry, questioning and critical thinking.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

## Goal 2

Through an emphasis on direct, explicit instruction of the ELA language standards, all EL students will make measurable progress towards a standard of reclassification on or before 5th grade and maintain reading, writing and speaking levels on par with their English only peers as measured by ELPAC (one level of growth each year), Star ELA (38th percentile or higher) and meets or exceeds the standard on (3rd-5th) ELA on CAASPP.

## Identified Need

The needs assessment – as practiced by staff at Will Rogers Learning Community – includes regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff have met with the instructional coach and principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The Site Leadership Team (SLT) also engages in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC overall scores	Level 4=12%, Level 3= 37%, Level 2=23% and Level1=26%	English Learners at Will Rogers Learning Community will demonstrate an increase in one level by June 2024.
Reclassification Criteria	6 of our 43 students reclassified in 22-23 school year	Of the 43 EL students, we aim to reclassify all 5th graders by December 2023; we anticipate between 1-4 more being reclassified in May 2024.
CAASPP Assessments for 3rd-5th graders	CAASPP scores from 21-22 were below 55% proficient in ELA	10% increase from the 2022-23 scores.
F&P Running Record Assessment of Independent Reading		70% of students K-5 will meet grade level targets based on the Fountas and Pinnell IRL Leveling System
IB Learner Profile	Per the 10 Learner Profile Attributes	100% of students will exhibit International mindedness as detailed by the 10 attributes of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners (under construction).
Star ELA	EL students in grades 2nd-5th	Will score over the 38% in ELA

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students; all students, including students who perform below grade-level

#### Strategy/Activity

Professional Development - By providing high-quality professional development for teachers/staff, on Tier ELD practices, specifically on understanding, teaching and designing lessons on the ELA, language standards.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

10,000.00

#### Source(s)

Title I 2023-24 Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
Ed services and/or private consultant

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students; all students, including students who perform below grade-level

#### Strategy/Activity

Instructional Materials and Supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000.00

Title I 2023-24 Allocation  
4000-4999: Books And Supplies  
Materials and Supplies to support learning and instruction

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted support for specific subgroups that qualify for Title I services to increase their academic achievement.

Strategy/Activity

Intervention Support and Activities - By providing targeted intervention, our students who perform below-grade level will be supported.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Language and Literacy Interventionist

1,000

Title I 2023-24 Allocation  
4000-4999: Books And Supplies  
PALS intervention literacy program for grades K-2

0

0

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Collaborative Inquiry - Provide teachers opportunities to engage in collaborative inquiry, specifically around designing and teaching ELA specific language standards to inform the instruction of writing in at least one genre of writing.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Teacher hourly to support planning

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Restricted Lottery  
5000-5999: Services And Other Operating Expenditures  
Lexia

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students including sub-groups and ELs

Strategy/Activity

International Baccalaureate Primary Years Program - through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District LCAP Funds  
1000-1999: Certificated Personnel Salaries

	STEM Coach
0	District LCAP Funds 2000-2999: Classified Personnel Salaries PE Coaches
0	District LCAP Funds 2000-2999: Classified Personnel Salaries Library
0	District LCAP Funds 2000-2999: Classified Personnel Salaries Art
0	District LCAP Funds 1000-1999: Certificated Personnel Salaries Music

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students; all students, including students who perform below grade-level

#### Strategy/Activity

International Baccalaureate - Through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted support for specific subgroups that qualify for Title I services to increase student academic achievement and parent engagement.

#### Strategy/Activity

Parent Engagement - By creating opportunities for parents/families to be involved in their child's school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

Title I 2023-24 Allocation  
5900: Communications  
Dia De Los Muertos Family literacy night

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As we are now in the third year of implementing the above goal, most strategies were implemented successfully. However, due to COVID-19 - and the subsequent cancellation of CAASPP testing - we are unable to measure the overall effectiveness of our strategies based on this particular standardized measure. Teachers, alternatively, have relied on local assessments (rubrics, running records, miscue analysis, checklists, on demand writing, computer adaptive programs, anecdotal notes, etc.) in an attempt to assess their students' progress and performance. We also had a difficult time comparing specific student growth, given our data was not accurate, from the merger. Moving forward we devised a tracking log to track our EL students over the years so that we can accurately compare data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With the merger with Muir we acquired a 50% reading teacher. We utilized his support to provide more intervention services for newcomers, and Tier 3 reading groups. This supported the LLI teacher's caseload which increased merging two Title 1 schools. As a result we were able to reclassify 7 students, and 10 students graduated from Tier 3 support due to increased growth on local measures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We found that this goal was measuring instructional practices that have been in place for several years. Given that it was too general we were unable to identify if any new or specific strategies were the reason for growth. For the new year we will target our EL instruction more specifically focusing on the instruction of the language specific ELA goals.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

## Goal 3

By June 2024, Will Rogers Learning Community will develop a shared understanding and commitment around culturally relevant pedagogy as a school-wide practice with an emphasis on designing instruction that centers on students' identities as measured by local assessments and surveys ( Hanover Climate, Olweus, Healthy Kids) and a 10% decrease of chronic attendance rates.

## Identified Need

The needs assessment – as practiced by staff at Will Rogers Learning Community – includes regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff have met with the instructional coach and principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The Site Leadership Team (SLT) and ELAC engage in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress.

Based on the assessment of the current SEL practices, WRLC strives to improve our work with SEL as they occur in the classroom as well as how staff interact with each other. We believe that given the diversity of our community both ethnically and socio-economically, that an emphasis on culturally sustainable practices would be beneficial.

Through the development of student positive identities at the younger grades, we can help to foster a love for learning and positive student identities throughout their time at Will Rogers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate	82% of parents satisfied with the quality of their child's education. Our Climate survey this year only had 55 respondents. This low sample size makes it hard to draw conclusions.	Increase the percent of parents who were "Satisfied" or "Very Satisfied" with the quality of their children's education to 95%.
IB Learner Profile	Per the 10 Attributes of the IB Learner Profile	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		various formative/summative assessments per the WRLC Programme of Inquiry planners (under construction).
Social Justice Standards	TBD	Incorporation of the Social Justice standards into the curriculum TK-5. Students will be able to respond to events, situations, and interpersonal conflicts by utilizing the standards.
Attendance at school workshops, activities, and events	5 parents attended the Parent Series and 5 families enrolled in responsive parenting classes.	Increased family attendance
Staff participation in SEL activities	During DL and subsequent years that has been an emphasis on SEL and it is occurring weekly in classrooms.	100% of staff will engage in work around Restorative Practices and other SEL activities daily within their classroom.
Olweus Data	3rd- 5th grade students scores on school satisfaction and having choice in their education ( has not been completed for 22-23)	90% of students will report overall satisfaction with their education. We will select specific questions to compare from last year to the subsequent year.
CA Heathy Kids survey	22-23 test questions to highlight are still TBD	10% increase in a positive reporting about their school experience.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including subgroups and ELs

### Strategy/Activity

Professional Development - By providing high-quality professional development for teachers/staff, all students will benefit from exemplary instruction that includes the latest research-based practices/pedagogy.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Cotsen sponsored DEI training with Dr. Erika Silva
0	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures DEI committee trainings

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including subgroups and ELs

### Strategy/Activity

Instructional Materials and Supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I 2023-24 Allocation 4000-4999: Books And Supplies Instructional Materials and Supplies- culturally responsive texts
2500.00	Site Formula Funds 4000-4999: Books And Supplies Art cart supplies

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and targeted support for specific subgroups that qualify for Title I services to increase student academic achievement.

### Strategy/Activity

Intervention Support and Activities - By providing targeted intervention, our students who perform below-grade level will be supported.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000.00

Source(s)

Title I 2023-24 Allocation  
2000-2999: Classified Personnel Salaries  
Campus Monitors

500.00

Title I 2022-23 Allocation  
5900: Communications  
Printing and publication of materials

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including subgroups and ELs

Strategy/Activity

Collaborative Inquiry - By providing teachers opportunities to engage in collaborative inquiry, our curriculum, assessments, instructional practices, and goals will be developed to meet the needs of students across all grade levels and content areas.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I 2023-24 Allocation  
1000-1999: Certificated Personnel Salaries  
Teacher Hourly to support planning

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including subgroups and ELs

Strategy/Activity

Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Parent-Teacher Association (PTA)

5800: Professional/Consulting Services And Operating Expenditures  
Raz Kids

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including subgroups and ELs

### Strategy/Activity

Specialty Instruction - Through ongoing specialty instruction, we will support the whole child by providing opportunities for interdisciplinary learning.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And Operating Expenditures  
Farm composting

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including subgroups and ELs

### Strategy/Activity

International Baccalaureate - Through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District LCAP Funds  
1000-1999: Certificated Personnel Salaries  
Spanish Language teacher

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and targeted support for specific subgroups that qualify for Title I services to increase student academic achievement.

#### Strategy/Activity

Parent Engagement - By creating opportunities for parents/families to be involved in their child's school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 2022-23 Allocation 2000-2999: Classified Personnel Salaries Custodial Staff for Cinco de Mayo
1000.00	Site Formula Funds 2000-2999: Classified Personnel Salaries Childcare for Parent Events
27000	Title I 2023-24 Allocation 5000-5999: Services And Other Operating Expenditures School Counselor

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal was difficult to implement given we received new teachers from Muir on every grade level. Our current teaching population have not all been trained in the SEL programs listed. Instead, we took a wholistic approach of implementing community building, with elements of each program. Moving forward we have a plan for a school-wide approach that will include specific signature practices such as a community meetings, greetings, and problem solving and conflict resolution tools. This year we focused on identifying what we already know and find effective individually, so that we can create a school-wide approach moving forward.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our parent engagement budget increased allowing us to allocate funds towards the hiring of a school counselor and adding two parent support groups.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal included too many metrics. To analyze our growth we focused on attendance and the climate surveys exclusively. We realized that we had very low sample sizes on the climate survey. Moving forward we have a plan to increase parent participation on these surveys so we can identify growth. We changed the goal to reflect culturally relevant practices. This is something that our Cotsen year 3 cadre will also be working on. The partnership with Cotsen will allow for a more focused approach and will include monetary support to host school-wide trainings in CRP.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$324,419
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$448,906.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District LCAP Funds	\$10,000.00
Ed Foundation	\$0.00
Parent-Teacher Association (PTA)	\$0.00
Restricted Lottery	\$7,916.00
Site Formula Funds	\$77,220.00
Stretch Grant (Ed Foundation)	\$54,450.00
Title I 2022-23 Allocation	\$1,000.00
Title I 2022-23 Carry Over	\$10,000.00
Title I 2023-24 Allocation	\$288,320.00

Subtotal of state or local funds included for this school: \$448,906.00

Total of federal, state, and/or local funds for this school: \$448,906.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Lila Daruty	Principal
Jeremy King	Classroom Teacher
Katja Alexander	Classroom Teacher
Mark Miller	Parent or Community Member
Carla Nunez	Parent or Community Member
Naomi Seligman	Parent or Community Member
Gabriela Gonzalez	Other School Staff
Tristen Gartrell	Parent or Community Member
Flory Vila	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

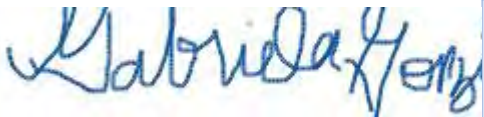
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee



Other: Assistant Principal

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/10/2023.

Attested:



Principal, Lila Daruty on 5/10/2023



SSC Chairperson, Jeremy King on 5/10/23

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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