

School Year: **2023-24**



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 Middle School	34-67447-6034870	June 7th, 2023	August 8, 2023

Purpose and Plan Summary

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)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. The SPSA also serves as the site's Targeted Support and Improvement plan.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Will Rogers Middle School met the criteria for the following student groups:

1. Black or African Americans
2. Asians
3. English Learners
4. Hispanics
5. Homeless
6. Socio-Economically Disadvantaged
7. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Will Rogers Middle School used multiple forms of data collection to get a clear understanding for where we need to focus for the 23/24 school year.

Overall student performance in math from fall to winter we saw no change and remained at 14% at grade level. When looking at students one grade level below from fall to winter, we had a decrease from 13% to 8%. Students who were 2 to 3 levels below between fall and winter, we decreased from 17% to 13% below. When looking at students at grade level reading from fall to winter we decreased from 13% in the fall to 8% in the winter. Students who were two grade levels below in reading saw no change from 10% to 10%. However, it should be noted that the math department testing three times in the year and ELA department did not. The change in scores reflected that.

Will Rogers was placed in ATSI (Additional Targeted Support and Improvement), based on the California Dashboard. The 5 subgroups of focus are African American(AA), English Learners(EL), Homeless(HOM), Socio-Economically Disadvantaged(SED), and Students with Disabilities(SWD). Chronic Absenteeism - 50.0%AA, 36.1% EL, 58.8% Homeless, 46.4% Socio-Economically Disadvantaged, and 56.9% Students with Disabilities.

When looking at our suspension data from August 2023 to April 2023, we suspended 7.93% of our students. When looking at our subgroups, we suspended (suspension rate for 1 or more days) 16.46% of our African American students, 10.13% of our low SES, 8.28% of our students with disabilities, 11.43% of our homeless students, 10.13% Socio-Economically Disadvantaged students.

When looking at our School Survey a few areas stand out. Only 42.86% of parents feel that the climate is caring at the school. 35% parents and students feel that the school offers enough opportunities for the families to feel engaged with the site and student learning. 42.86% of the students feel they have a person on campus that they trust.

This year, Will Rogers facilitated multiple listening circles to get student and teacher input. Results from the listening circles:

- Students would like more opportunities for student engagement outside of the traditional day. Example, rallies, clubs, dances, field trips, after school hang out
- Students want more opportunities to be heard and their voice matters
- Students want to have more ways to connect with other schools
- Teachers would like more opportunities for intervention for students, both academic and behavioral
- Teachers would like more opportunities to connect with students outside of the school day
- Teachers would like to use more consistent positive behavior support across the whole campus

Student Group Report for 2022

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	High	Very High	Very High	N/A	Low	Low
English Learners	High	Very High	Very High	N/A	Very Low	Very Low
Homeless	N/A	Very High	Very High	N/A	Very Low	Very Low
Socioeconomically Disadvantaged	N/A	Very High	Very High	N/A	Low	Very Low
Students with Disabilities	N/A	Very High	Very High	N/A	Very Low	Very Low
African American	N/A	Very High	Very High	N/A	Very Low	Very Low
Asian	N/A	Very High	Medium	N/A	No Performance Level	No Performance Level
Hispanic	N/A	Very High	Very High	N/A	Low	Very Low
White	N/A	Very High	Very High	N/A	Low	Low
Two or More Races	N/A	Very High	Very High	N/A	Low	Low

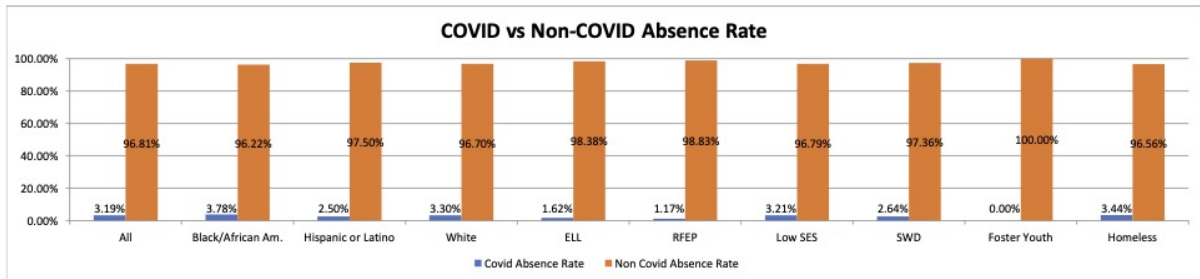
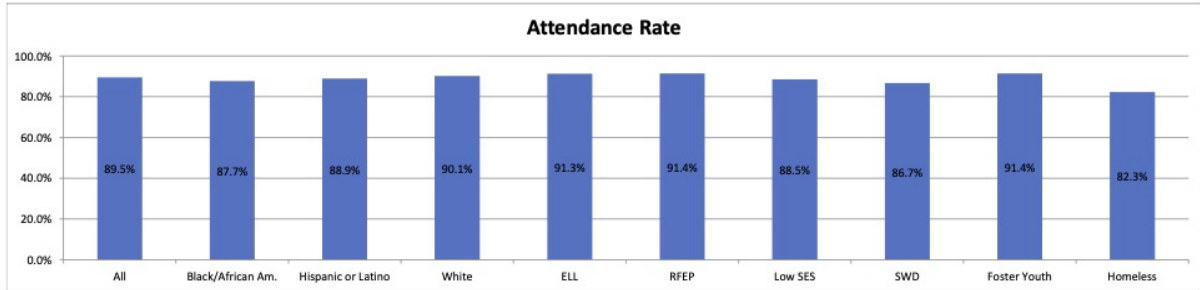
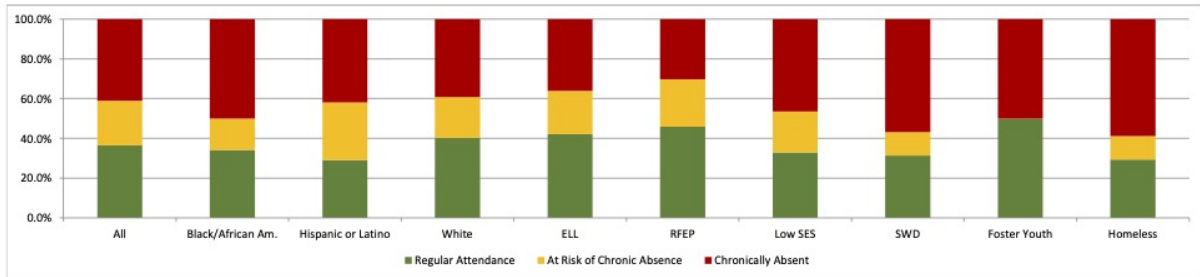
N/A: Not Applicable

Will Rogers Middle School Attendance Data

Report Period: 8/11/2022 to 1/09/2023

TK-12

Group or Program	Number of Students				Percent of Students			Attendance and Absence Rates						
	Total Enrolled	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	# Days Poss	# Days Absent	# Days Covid Absent	# Days Non Covid Absent	Attendance Rate	Covid Absence Rate	Non Covid Absence Rate
All	632	260	142	230	41.1%	22.5%	36.4%	51,343	5,384	172	5,212	89.5%	3.19%	96.81%
Black/African Am.	76	38	12	26	50.0%	15.8%	34.2%	6,242	767	29	738	87.7%	3.78%	96.22%
Hispanic or Latino	193	81	56	56	42.0%	29.0%	29.0%	15,846	1,763	44	1,719	88.9%	2.50%	97.50%
White	293	115	60	118	39.2%	20.5%	40.3%	23,631	2,330	77	2,253	90.1%	3.30%	96.70%
ELL	83	30	18	35	36.1%	21.7%	42.2%	6,413	555	9	546	91.3%	1.62%	98.38%
RFEP	96	29	23	44	30.2%	24.0%	45.8%	7,940	681	8	673	91.4%	1.17%	98.83%
Low SES	364	169	75	120	46.4%	20.6%	33.0%	30,082	3,458	111	3,347	88.5%	3.21%	96.79%
SWD	153	87	18	48	56.9%	11.8%	31.4%	12,279	1,627	43	1,584	86.7%	2.64%	97.36%
Foster Youth	6	3	-	3	50.0%	0.0%	50.0%	418	36	-	36	91.4%	0.00%	100.00%
Homeless	34	20	4	10	58.8%	11.8%	29.4%	2,789	494	17	477	82.3%	3.44%	96.56%



Low SES: Low SES includes low income students and students whose parents have not completed high school.
 SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.
 At Risk of Chronic Absence is defined as students who have missed 5% or more of the reported enrollment period.
 Chronic Absence is defined as students who have missed 10% or more days of the reported enrollment period.



Spring 2023
District Climate Survey Results by School

Will Rogers

Caring Relationships

- A) School has a climate that is caring.
- B) There are students and staff on campus who listen to students when they have something to say.
- C) There is an adult from the school who checks on how students are doing.
- D) School has the materials, staff, programs, and supports needed to help all students do their best.
- E) Staff feels supported to do their job well in meeting the needs of all students.
- F) Staff feels part of an effective team.

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.	14	42.86%	1	100.00%	4	50.00%	4	50.00%
B) There are students and staff on campus who listen to students when they have something to say.	14	50.00%	1	100.00%	4	50.00%	4	50.00%
C) There is an adult from the school who checks on how students are doing.	14	42.86%	1	100.00%	4	100.00%	4	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	14	50.00%	1	100.00%	4	50.00%	4	25.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					4	25.00%	4	25.00%
F) Staff feels part of an effective team.					4	25.00%	4	25.00%

Family and Staff Engagement

- A) Staff at the school promptly responds to family phone calls, messages, or e-mails.
- B) The school clearly outlines the family, student, and school responsibilities in educating each child.
- C) The school offers families opportunities to be involved in school and classroom activities.
- D) The school keeps families well-informed about school activities.
- E) The staff at our school listens to family concerns about issues.
- F) The staff at school are helpful and welcoming when families come to school or call.
- G) The school and families are partners in promoting positive behavior for my student.
- H) Families who speak a language other than English receive general information about our school in their home language.
- I) Staff receive information about upcoming events and important information about the school.

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	14	64.29%			4	75.00%	4	75.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	14	42.86%			4	50.00%	4	50.00%
C) The school offers families opportunities to be involved in school and classroom activities.	14	35.71%			4	50.00%	4	50.00%
D) The school keeps families well-informed about school activities.	14	42.86%			4	100.00%	4	100.00%
E) The staff at our school listens to family concerns about issues.	14	42.86%			4	100.00%	4	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	14	42.86%			4	100.00%	4	100.00%
G) The school and families are partners in promoting positive behavior for my student.	14	50.00%			4	25.00%	4	25.00%
H) Families who speak a language other than English receive general information about our school in their home language.	14	71.43%			4	75.00%	4	75.00%
I) Staff receive information about upcoming events and important information about the school.					4	100.00%	4	100.00%

School Decision Making

- A) School seeks input when making important decisions.
- B) Important school decisions reflect diverse input.
- C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.
- D) The principal and staff listen to concerns of other staff members about issues.
- E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.
- F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.
- G) Our school uses data from this survey to inform site decision making.
- H) Staff voice matters in decision making.

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	14	57.14%	1	100.00%	4	50.00%	4	50.00%
B) Important school decisions reflect diverse input.	14	50.00%	1	100.00%	4	50.00%	4	50.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	14	50.00%			4	50.00%	4	50.00%
D) The principal and staff listen to concerns of other staff members about issues.					4	50.00%	4	50.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					4	50.00%	4	50.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					4	25.00%	4	25.00%
G) Our school uses data from this survey to inform site decision making.					4	25.00%	4	25.00%
H) Staff voice matters in decision making.					4	25.00%	4	25.00%

Safety

- A) Concerns about student safety are taken seriously.
- B) Concerns about student safety are addressed in a timely manner at my school.
- C) My school is a safe place for all students.
- D) My school is a safe place for all staff.
- E) Students know what staff member to go to if they have a safety concern.
- F) Students know school safety protocols.
- G) I feel safe sharing different viewpoints and perspectives at my school.

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.	14	64.29%	1	100.00%	4	75.00%	4	75.00%
B) Concerns about student safety are addressed in a timely manner at my school.	14	57.14%	1	100.00%	4	75.00%	4	75.00%
C) My school is a safe place for all students.	14	35.71%	1	100.00%	4	0.00%	4	0.00%
D) My school is a safe place for all staff.					4	25.00%	4	25.00%
E) Students know what staff member to go to if they have a safety concern.	14	57.14%	1	100.00%	4	50.00%	4	50.00%
F) Students know school safety protocols.	14	64.29%	1	100.00%	4	50.00%	4	50.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	14	42.86%	1	100.00%	4	25.00%	4	25.00%

Sense of Belonging

- A) School staff respects student diversity.
- B) Adults at my school treat students respectfully.
- C) Students are respectful to each other at school.
- D) Students have opportunities to socialize with other students often at school.
- E) Students have an adult on campus they trust.
- F) Students trust other students at school.
- G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.
- H) School staff reflects student diversity.

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	14	50.00%	1	100.00%	4	75.00%	4	75.00%
B) Adults at my school treat students respectfully.	14	42.86%	1	100.00%	4	50.00%	4	50.00%
C) Students are respectful to each other at school.	14	28.57%	1	100.00%	4	0.00%	4	0.00%
D) Students have opportunities to socialize with other students often at school.	14	57.14%	1	0.00%	4	75.00%	4	75.00%
E) Students have an adult on campus they trust.	14	42.86%	1	100.00%	4	50.00%	4	50.00%
F) Students trust other students at school.	14	64.29%	1	100.00%	4	25.00%	4	25.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	14	50.00%	1	0.00%	4	25.00%	4	25.00%
H) School staff reflects student diversity.	14	42.86%	1	100.00%	4	0.00%	4	0.00%

Academic Progress

- A) Families and students understand how assignments and tests are graded.
- B) Questions and concerns about schoolwork are addressed.
- C) Student grades reflect their knowledge of the material.
- D) Adults at my school believe all students can be successful.
- E) Students feel comfortable and unjudged to ask their teacher for help.
- F) Teachers provide opportunities for students to participate in classroom discussions or activities.
- G) Teachers at my school go out of their way to help all students.
- H) Students receive timely and regular feedback on their learning.
- I) Staff at my school provides resources or ideas that help families support their students at home.

	<i>Pct Strongly Agree/Agree</i>		Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	14	28.57%	1	0.00%	4	25.00%	4	25.00%
B) Questions and concerns about schoolwork are addressed.	14	42.86%	1	100.00%	4	75.00%	4	75.00%
C) Student grades reflect their knowledge of the material.	14	42.86%	1	100.00%	4	100.00%	4	100.00%
D) Adults at my school believe all students can be successful.	14	50.00%	1	100.00%	4	50.00%	4	50.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	14	50.00%	1	100.00%	4	100.00%	4	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	14	42.86%	1	100.00%	4	100.00%	4	100.00%
G) Teachers at my school go out of their way to help all students.	14	42.86%	1	100.00%	4	50.00%	4	50.00%
H) Students receive timely and regular feedback on their learning.	14	50.00%	1	100.00%	4	100.00%	4	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	14	28.57%			4	50.00%	4	50.00%

Root Cause Analysis

What did your root causes analysis reveal?

Guidance

Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis.
	Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction and the intervention process. Teachers and students have continued to feel disengaged from each other and the academic performance and school climate suffered from that.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Identified resource inequities include:

- Insufficient support for student with disabilities to access grade level math standards
- Additional feedback and training needed to address suspension rates
- Insufficient opportunities for staff to connect with students
- Need for training OR personal that will allow staff to communicate with our most needy and absent families
- Improve the process of making intervention more equitable and accessible to our identified groups in the ATSI

Input from Educational Partners

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 School Plan was developed with input from multiple groups throughout the year. These groups were surveyed, engaged in listening circles, and helped to facilitate cycles of inquiry, all in the efforts to improve student learning.

*School Site Council met the last Wednesday of the month during the school year, to discuss new data and look over SPSA line items

- Students attended each meeting and shared about current status, events, and needs of students
- Council went over each line item of the SPSA as a team, made adjustments according to the needs of students identified in the ATSI
- Found that students with special needs and students of low income were overrepresented in absenteeism, suspension, and need for academic support
- 11/15/22
- 01/25/23
- 03/22/23
- 04/26/23

- 05/10/23
- 05/24/23

*Department Meetings

- Monthly meetings with department - 08/22, 09/22, 10/22, 11/22, 12/22, 01/23, 02/23, 03/23, 04/23, 05/23, 06/23
- Department heads also attended one Leadership meeting a month to share the needs of each department to the leadership team
- Added 1-2 additional meetings and listening circles a month throughout the year to discuss improving our process in articulation for students
- Looked at data of which groups of students are represented in our honors classes and which were not (gender, students of color, students on IEPs, English language learners, etc.)
- Looked at data of which groups of students are represented in our electives and which were not (gender, students of color, students on IEPs, English language learners, etc.)
- Looked at data of which groups of students are represented in our intervention classes and which were not (gender, students of color, students on IEPs, English language learners, etc.)
- We also started monitoring our six intervention classes in a different way as a site. We added baseline, formative, summative assessments to track the progress and efficiency of these classes.
- We included all staff members in looking at how students were identified for these classes, how long their interventions could/should be, and set parameters for how many interventions a student would be a part of for the year

*Leadership

- Weekly meetings on every Monday throughout the year
- Surveyed staff as a whole
- Created “Home Teams” groups (diverse smaller groups of teachers for monthly facilitated discussions on student needs and ways to improve family engagement)

*Staff Meetings

- 08/22, 09/22, 10/22, 11/22, 12/22, 01/23, 02/23, 03/23, 04/23, 05/23, 06/23
- Staff surveys, listening circles, cycles of inquiries on student progress for students of specific groups (students on IEPs, students of color, gender, English language learners, etc.)

Resource Inequities

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

Identified resource inequities include:

- Insufficient support for student with disabilities to access grade level math standards
- Additional feedback and training needed to address suspension rates
- Insufficient opportunities for staff to connect with students
- Need for training OR personal that will allow staff to communicate with our most needy and absent families.

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	1.0%	0.50%	0.99%	6	3	6
African American	9.4%	8.39%	8.1%	57	50	49
Asian	3.3%	4.87%	5.95%	20	29	36
Filipino	0.7%	1.01%	1.32%	4	6	8
Hispanic/Latino	36.5%	33.05%	30.58%	221	197	185
Pacific Islander	0.8%	0.84%	0.83%	5	5	5
White	39.0%	41.78%	43.47%	236	249	263
Multiple/No Response	8.8%	9.56%	8.76%	53	57	53
Total Enrollment				605	596	605

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	175	198	166
Grade 7	220	193	230
Grade 8	210	205	209
Total Enrollment	605	596	605

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	69	76	87	11.40%	12.8%	14.4%
Fluent English Proficient (FEP)	116	93	81	19.20%	15.6%	13.4%
Reclassified Fluent English Proficient (RFEP)	35			50.7%		

Conclusions based on this data:

1. In ELA Reading, 38.6% of students in grades 6-8 met or exceeded growth targets.
In ELA Reading, 31.7% of students in grades 6-8 were at or exceeding standards.

In Math, 42% of students in grades 6-8 met or exceeded growth targets.
In Math, 13.5% of students in grades 6-8 were at or exceeding standards

Based on this data, we will need to address Performance rates in Math. We will need to look at School wide as well as how intervention systems are utilized and how students are placed into intervention.



**Spring 2023
District Climate Survey Results by School**

Will Rogers

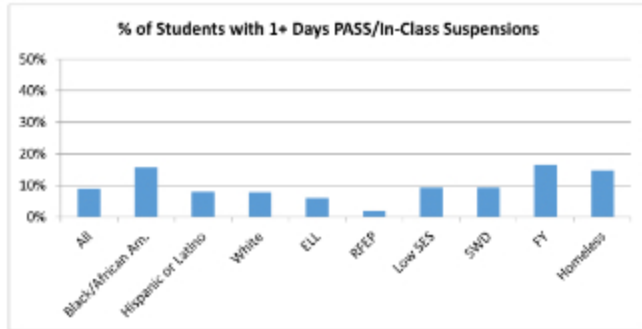
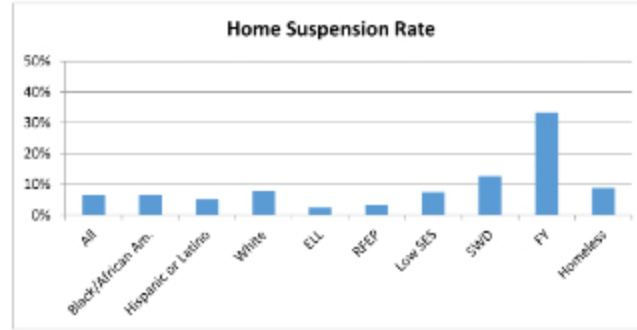
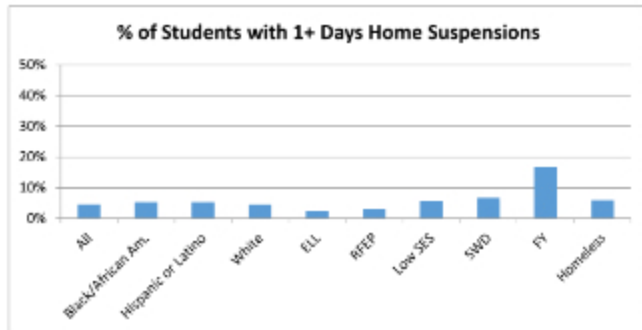
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	14	42.86%	1	100.00%	4	50.00%
B) There are students and staff on campus who listen to students when they have something to say.	14	50.00%	1	100.00%	4	50.00%
C) There is an adult from the school who checks on how students are doing.	14	42.86%	1	100.00%	4	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	14	50.00%	1	100.00%	4	50.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					4	25.00%
F) Staff feels part of an effective team.					4	25.00%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	14	64.29%			4	75.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	14	42.86%			4	50.00%
C) The school offers families opportunities to be involved in school and classroom activities.	14	35.71%			4	50.00%
D) The school keeps families well-informed about school activities.	14	42.86%			4	100.00%
E) The staff at our school listens to family concerns about issues.	14	42.86%			4	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	14	42.86%			4	100.00%
G) The school and families are partners in promoting positive behavior for my student.	14	50.00%			4	25.00%
H) Families who speak a language other than English receive general information about our school in their home language.	14	71.43%			4	75.00%
I) Staff receive information about upcoming events and important information about the school.					4	100.00%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	14	57.14%	1	100.00%	4	50.00%
B) Important school decisions reflect diverse input.	14	50.00%	1	100.00%	4	50.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	14	50.00%				
D) The principal and staff listen to concerns of other staff members about issues.					4	50.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					4	50.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					4	25.00%
G) Our school uses data from this survey to inform site decision making.					4	25.00%
H) Staff voice matters in decision making.					4	25.00%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	14	64.29%	1	100.00%	4	75.00%
B) Concerns about student safety are addressed in a timely manner at my school.	14	57.14%	1	100.00%	4	75.00%
C) My school is a safe place for all students.	14	35.71%	1	100.00%	4	0.00%
D) My school is a safe place for all staff.					4	25.00%
E) Students know what staff member to go to if they have a safety concern.	14	57.14%	1	100.00%	4	50.00%
F) Students know school safety protocols.	14	64.29%	1	100.00%	4	50.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	14	42.86%	1	100.00%	4	25.00%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	14	50.00%	1	100.00%	4	75.00%
B) Adults at my school treat students respectfully.	14	42.86%	1	100.00%	4	50.00%
C) Students are respectful to each other at school.	14	28.57%	1	100.00%	4	0.00%
D) Students have opportunities to socialize with other students often at school.	14	57.14%	1	0.00%	4	75.00%
E) Students have an adult on campus they trust.	14	42.86%	1	100.00%	4	50.00%
F) Students trust other students at school.	14	64.29%	1	100.00%	4	25.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	14	50.00%	1	0.00%	4	25.00%
H) School staff reflects student diversity.	14	42.86%	1	100.00%	4	0.00%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	14	28.57%	1	0.00%	4	25.00%
B) Questions and concerns about schoolwork are addressed.	14	42.86%	1	100.00%	4	75.00%
C) Student grades reflect their knowledge of the material.	14	42.86%	1	100.00%	4	100.00%
D) Adults at my school believe all students can be successful.	14	50.00%	1	100.00%	4	50.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	14	50.00%	1	100.00%	4	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	14	42.86%	1	100.00%	4	100.00%
G) Teachers at my school go out of their way to help all students.	14	42.86%	1	100.00%	4	50.00%
H) Students receive timely and regular feedback on their learning.	14	50.00%	1	100.00%	4	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	14	28.57%			4	50.00%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	14	35.71%	1	100.00%	4	25.00%
B) School recognizes and celebrates the academic success of all students.	14	50.00%	1	100.00%	4	75.00%
C) Adults on campus motivate students to do their best.	14	35.71%	1	100.00%	4	100.00%
D) School provides additional academic support when students are struggling.	14	35.71%	1	100.00%	4	100.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	14	28.57%	1	100.00%	4	75.00%
B) Students have access to classes and activities that meet their interests and talents.	14	35.71%	1	100.00%	4	75.00%
C) Students understand how to complete their schoolwork.	14	57.14%	1	100.00%	4	75.00%
D) Students complete assignments on time.	14	42.86%	1	100.00%	4	75.00%
E) Students are motivated to do their schoolwork.	14	25.71%	1	100.00%	4	50.00%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	14	28.57%	1	100.00%	4	100.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	14	35.71%	1	0.00%	4	75.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	14	42.86%	1	100.00%	4	25.00%
D) School offers college and career programs.	14	21.43%	1	0.00%	4	50.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	14	21.43%	1	0.00%	4	75.00%
F) Students are prepared for the next step of their educational experience.	14	28.57%	1	100.00%	4	50.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					4	50.00%
H) There are equitable opportunities for advancement in the district.					4	75.00%
Customer Satisfaction						
A) I would recommend my school to other families.	14	42.86%	1	100.00%	4	25.00%
B) San Juan Unified School District is a district that I would recommend to other families.	14	42.86%	1	100.00%	4	50.00%

Will Rogers Middle School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	628	29	4.62%	90	40	6.37%	56	8.92%	87	13.85%
Black/African Am.	76	4	5.26%	14	5	6.58%	12	15.79%	16	21.05%
Hispanic or Latino	190	10	5.26%	23	10	5.26%	15	7.89%	31	16.32%
White	292	13	4.45%	47	23	7.88%	23	7.88%	32	10.96%
ELL	83	2	2.41%	4	2	2.41%	5	6.02%	9	10.84%
RFEP	96	3	3.13%	8	3	3.13%	2	2.08%	8	8.33%
Low SES	365	21	5.75%	56	27	7.40%	34	9.32%	61	16.71%
SWD	150	10	6.67%	43	19	12.67%	14	9.33%	20	13.33%
FY	6	1	16.67%	5	2	33.33%	1	16.67%	1	16.67%
Homeless	34	2	5.88%	4	3	8.82%	5	14.71%	8	23.53%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Will Rogers Middle School - I-Ready Diagnostic 2 ELA Proficiency Level by Group

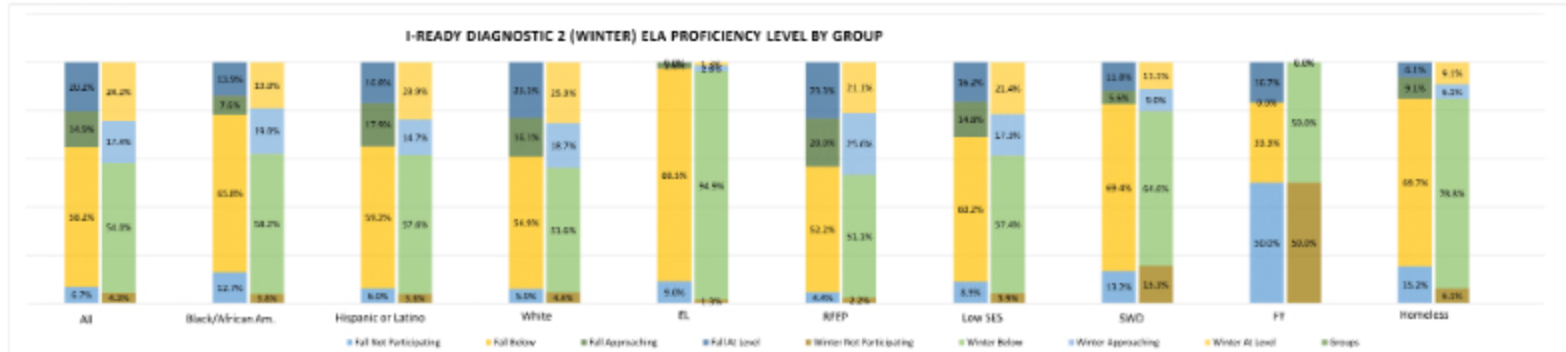
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	598	40	148	89	121	26	123	104	145				
Black/African Am.	79	30	52	6	11	3	46	15	35				
Hispanic or Latina	184	11	109	33	31	7	106	27	44				
White	273	26	150	44	63	12	141	51	69				
EL	78	7	69	2	0	1	74	2	1				
BFEP	90	4	47	18	21	2	46	23	19				
Low SES	359	32	216	53	58	14	206	62	77				
SWD	144	19	100	8	17	22	93	13	34				
FY	6	3	2	0	1	3	3	0	0				
Homeless	33	5	23	3	2	2	26	2	3				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	598	6.7%	24.7%	14.9%	20.2%	4.3%	20.5%	17.4%	24.2%				
Black/African Am.	79	38.0%	65.8%	7.6%	13.9%	3.8%	58.2%	19.0%	19.0%				
Hispanic or Latina	184	6.0%	59.2%	17.9%	16.8%	3.8%	57.6%	14.7%	23.9%				
White	273	9.5%	54.9%	16.1%	23.1%	4.4%	51.6%	18.7%	25.8%				
EL	78	9.0%	88.5%	2.6%	0.0%	1.3%	94.9%	2.6%	1.3%				
BFEP	90	4.4%	52.2%	20.0%	23.3%	2.2%	51.1%	25.6%	21.1%				
Low SES	359	8.9%	60.2%	14.8%	16.7%	3.9%	57.4%	17.3%	21.4%				
SWD	144	13.2%	69.4%	5.6%	11.8%	15.3%	64.6%	9.0%	11.1%				
FY	6	50.0%	33.3%	0.0%	16.7%	50.0%	50.0%	0.0%	0.0%				
Homeless	33	15.2%	69.7%	9.1%	6.1%	6.1%	78.8%	6.1%	9.1%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Will Rogers Middle School - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

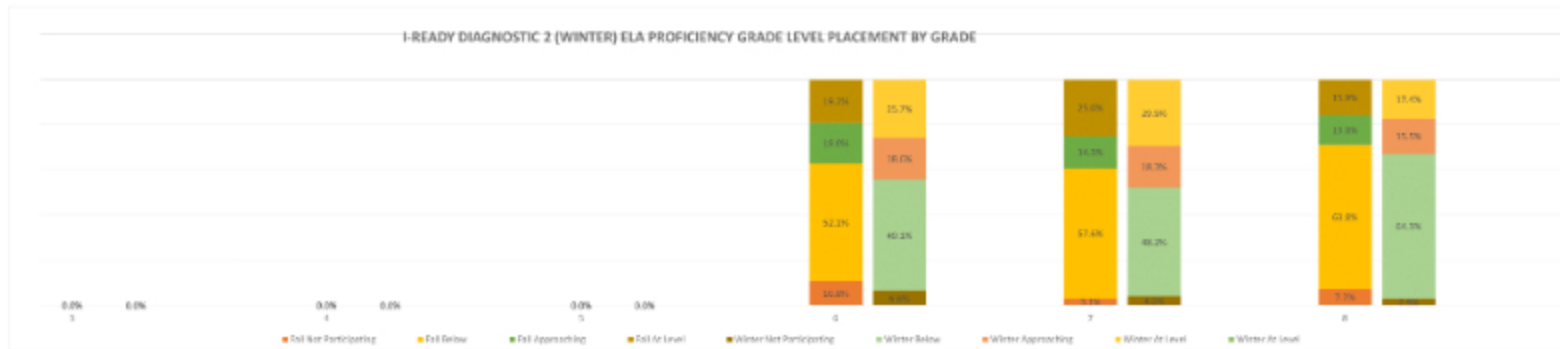
Grade	Fall/Diagnostic 1 - Ready Grade Level Placement					Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	167	38	87	30	32	11	82	31	43				
7	224	7	129	32	56	9	108	41	66				
8	207	35	132	27	33	6	133	32	36				

Grade	Fall/Diagnostic 1 - Ready Grade Level Placement					Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	167	10.8%	52.1%	18.0%	19.2%	6.6%	49.1%	38.6%	25.7%				
7	224	3.1%	57.6%	14.3%	25.0%	4.0%	48.2%	38.3%	29.5%				
8	207	7.2%	63.8%	13.0%	15.9%	2.9%	64.3%	35.5%	17.4%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Will Rogers Middle School - i-Ready Diagnostic 2 Math Proficiency Level by Group

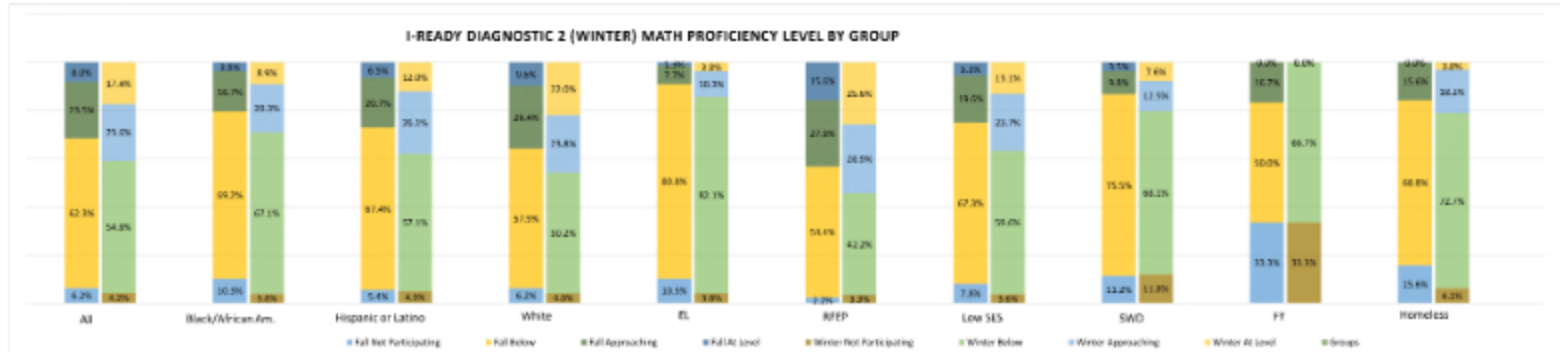
Group	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	598	37	172	140	48	25	128	141	104				
Black/African Am.	79	8	54	13	3	3	53	16	7				
Hispanic or Latina	184	20	126	38	12	9	105	68	22				
White	273	17	158	72	26	11	137	65	60				
EL	78	8	63	6	1	3	64	8	3				
FFEP	90	2	49	25	14	3	38	26	23				
Low SES	359	28	241	70	19	13	214	85	47				
SWD	144	16	108	14	5	17	98	18	11				
FY	6	2	3	1	0	2	4	0	0				
Homeless	33	5	22	5	0	2	24	6	1				

Group	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	598	6.2%	62.3%	23.5%	8.0%	4.2%	54.8%	23.6%	17.4%				
Black/African Am.	79	10.3%	69.2%	36.7%	3.8%	3.8%	67.3%	20.3%	8.9%				
Hispanic or Latina	184	5.4%	67.4%	20.7%	6.5%	4.9%	57.3%	26.1%	12.0%				
White	273	4.2%	57.9%	26.4%	9.5%	4.0%	50.2%	23.8%	22.0%				
EL	78	10.3%	80.8%	7.7%	1.3%	3.8%	82.3%	30.5%	3.8%				
FFEP	90	2.2%	54.4%	27.8%	15.4%	3.3%	42.2%	28.9%	25.6%				
Low SES	359	7.8%	67.3%	19.8%	5.5%	3.6%	59.6%	23.7%	15.1%				
SWD	144	11.2%	75.5%	9.8%	3.5%	11.8%	68.1%	12.5%	7.6%				
FY	6	33.3%	50.0%	35.7%	0.0%	33.3%	66.7%	0.0%	0.0%				
Homeless	33	15.0%	68.8%	15.0%	0.0%	6.1%	72.7%	38.2%	3.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Will Rogers Middle School - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

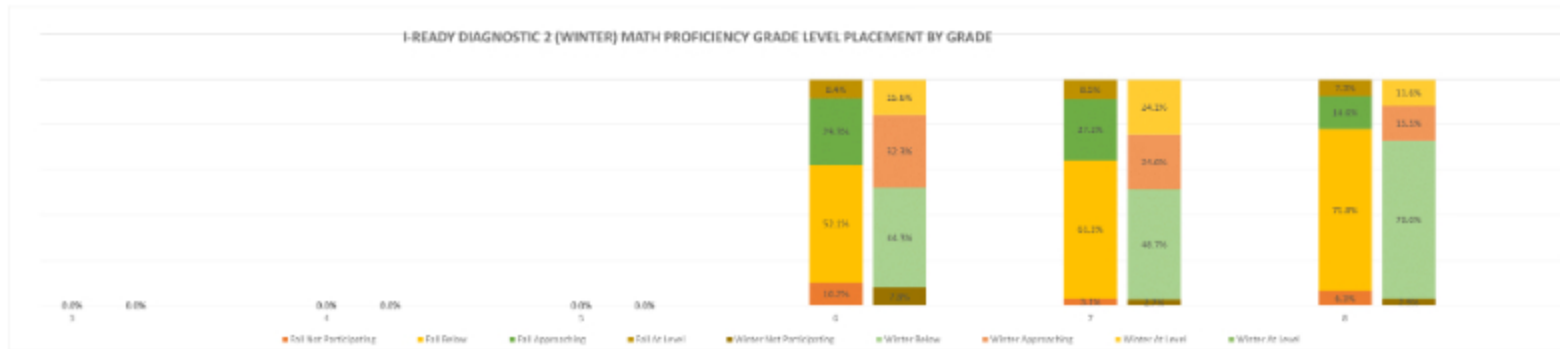
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	167	37	87	49	34	13	74	54	26				
7	224	7	137	61	39	6	109	55	54				
8	207	33	148	39	25	6	145	32	24				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	167	10.2%	52.1%	29.3%	8.4%	7.8%	44.3%	32.3%	15.6%				
7	224	3.1%	61.2%	27.2%	8.5%	2.7%	48.7%	24.6%	24.1%				
8	207	6.3%	71.8%	34.6%	7.3%	2.9%	70.0%	35.5%	11.6%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

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

What data did you use to monitor progress and how often?

Data reviewed includes the Annual Climate Survey and attendance data. Attendance at parent community events like Back to School Night, School Site Council, English Learner Advisory Committee and other family events, are monitored and reviewed.

What worked and didn't work? Why? (monitoring)

Increasing supplemental staff that work directly with the community has been critical to increasing the positive relationship within the community. Community Intervention Specialist was hired to connect families with critical resources and act as a bridge between home and school. Providing extra hour for our attendance clerk to follow upon families with absent students has shown some success.

What modification(s) did you make based on the data? (evaluation)

Having IA's in classrooms has been incredibly helpful. Students are having more opportunities to have small group or one on one interactions to for academic and behavioral support. Though data that was pulled from the climate survey, students and parents did not feel connected to the school and wanted more reasons to be on campus as well as more opportunities to celebrate student success. We added funds to go towards more academic family nights and academic celebrations in which families can engage.

2022-23

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified: To increase opportunities to have engaging activities on campus for students, families, and community partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	35.7% Families feel the school offers opportunities to be involved in the classroom.	Increase to 50% in the following year parent survey
School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	57% of the parents strongly agree that parents are involved in decision making	Increase to 70% in the following year parent survey
Parent attendance at school events	100 parents at the Back to School Night	250 parents at the Back to School Night

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Award ceremonies and award certificates	X All Students English Learners Low-Income Students Foster Youth Other	Parent Liaison	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	344	School year 2023 - 2024

1.2	Grade Level academic and community engagement ceremonies and activities	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1076	School year 2023 - 2024
1.3	Parent Liaison	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	5600	School year 2023 - 2024
1.4	To engage EL, Foster youth and low income students we are creating and supporting clubs. Supplemental funds will be used to	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4566	School year 2023 - 2024

	purchase materials, shirts and food for running of programs that support student engagement and create a sense of belonging.					
1.5	Purchase agendas to allow for school to home communication .	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	0	School year 2023 - 2024
1.6	.2 AVID EXCLL. To focus intervention around our LTEL students and move them towards	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	20,059 8,984	School year 2023 - 2024
1.7		All Students				

English Learners
Low-Income Students
Foster Youth
Other

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

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

What data did you use to monitor progress and how often?

Attendance and suspension data were reviewed quarterly. Students were in listening circles and provided feedback in December. PBIS reported information about attendance, behavior referrals, and positive behavior support boosters to the staff at the monthly staff meetings.

What worked and didn't work? Why? (monitoring)

Monitoring attendance did not provide comprehensive information. We had to drill down the information to see what target areas had room for growth, like tardies vs. cuts. We also spent more time looking at which groups, as the ATSI were in more need of attendance intervention. Having our attendance clerk work an additional hour each day was crucial to keeping up with the

communication and the needs of parents. PBIS collaborated partially during banking minutes Thursdays and one paid meeting a month. This proved to not be enough time for the team to fully collaborate and complete tasks.

What modification(s) did you make based on the data? (evaluation).

Given that PBIS collaboration time was key to providing a safe and positive environment, we are changing the PBIS collaboration model to be after school meetings that are paid time, with guaranteed two meetings a month and additional hours for some members with additional tasks that related to the boosters of each month to promote positive behavior.

2022-23

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:
 The absenteeism identified in the ATSI groups, more specifically with chronic absenteeism, our Black/African American students who are at 50%, Latino or Hispanic at 46%, and Students With Disabilities at 56% chronic absenteeism. Therefore our attendance improvement program required more hours for our attendance clerk as well as additional attendance incentive programs and outreach to families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Climate Survey - The question of if the school has a climate that is caring, Metric of Strongly Agree	42% of the parents surveyed found the climate to be a caring one	Increase the percentage to 50% in the 2023-2024 school year
Attendance Rate	56% of students with disabilities are at the level of chronically absent	Decrease by 10% in the 2023-2024 school year
Suspension Rate	Suspension rate - 16% Black/ African American Students	Decrease suspension rate for Black/African American students by 4% to be more proportionate to the the percentage of Black/African American students in the whole population.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Attendance team will create positive incentive activities to increase attendance.	All Students English Learners Low-Income Students Foster Youth X Other EL, Homeless, Low SES, SWDs, AA, Asian, Hispanic, White, TMRs	Attendance team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School year 2023 - 2024
2.2	Develop and support patterns of regular attendance for all students. Increase Attendance. An additional hour added to the Attendance clerks time to support attendance improvement.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3500	School year 2023 - 2024
2.3	PBIS team collaboration	X All Students English Learners Low-Income Students Foster Youth Other	PBIS team/Admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20900	School year 2023 - 2024

2.4		All Students English Learners Low-Income Students Foster Youth Other				
2.5	Monetary supports for clubs. Supplies, and staff supervision of clubs. Including WEB, Student government and the BSU. ELA, Math, science, and history departments will purchase supportive instructional materials.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	2500 27500	School year 2023 - 2024
2.6	IYT Program or alternative program that will support students after school. Specifically targeting students of marginalized groups.	All Students English Learners Low-Income Students Foster Youth X Other EL, Homeless, Low SES, SWDs, AA, Hispanic, White, TMRs	IYT Leadership	Title I Part A Site Allocation 4000-4999: Books And Supplies	7500	School year 2023 - 2024

2.7

All Students
English Learners
Low-Income Students
Foster Youth
Other

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academics

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.
We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

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

What data did you use to monitor progress and how often?

We did exit surveys of students who were in intervention classes when they exited classes. This happened every quarter and semester.

What worked and didn't work? Why? (monitoring)

We found that students who were in intervention for a full year exited their classes with some academic gains, but with negative emotional affects towards academics.

What modification(s) did you make based on the data? (evaluation)

More focused interventions based on need

2022-23

Identified Need

Based on data from iReady, ELPAC, climate and school surveys, there is a continued need for intervention for students who fall into groups identified on ATSI such as low SES, Black/African American, Latino and Hispanic students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
*The number of how many students in the intervention classes are of the identified high need groups	10 students enrolled in the four math intervention classes are of low SES or Black/African American, and/or Latino	Raise the number of students in the identified groups to be proportionally represented in the math intervention classes as they are in the population as a whole. 50% of the students in the class should be in the category of low SES.
*iReady math and ELA data, percentage of students who are below grade level	Reading iReady - 275 students are testing at three or more grade levels below grade level Reading iReady - 55 students are testing at two grade levels below grade level Math iReady - 241 students are testing at three or more grade levels below grade level Math iReady - 75 students are testing at two grade levels below grade level	Move all students in the intervention classes up in math and/or ELA by at least one grade level by the end of the year.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	<p>Implement (3) sections, .6 FTE Math Support Grade level support.</p> <p>.2 Math support Intense, general education support..</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other EL, Homeless, Low SES, SWDs, AA, Hispanic</p>	Administration	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>	<p>65000 30,000 24,152</p>	School year 2023 - 2024
3.2	.4 Reading/Writing intervention	<p>All Students English Learners Low-Income Students Foster Youth X Other EL, Homeless, SWDs, AA</p>	Administration	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	<p>41,382 20,917</p>	School year 2023 - 2024

3.3	<p>Writing conferences. 3x a year, teachers will leave the class and a sub will teach. Teachers will spend 1 day collaborating with peers to calibrate and 1 day pulling students from class while the sub teaches.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Admin/ELA Dept. chair	<p>LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	5239 2000	School year 2023 - 2024
3.4	<p>Purchase 4 Instructional assistants to allow for targeted intervention and support.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administration	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	88960 68803	School year 2023 - 2024

3.5	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	34,607 20,522	School year 2023 - 2024
3.6	.4 intervention. A teacher will work with intervention classes to provide extra support and engagement through ART, music, and other high	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	26,128 26,181	School year 2023 - 2024

	engagement activities.			3000-3999: Employee Benefits		
3.7	<p>Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).</p> <p>1.0 ELD teacher ELAC meeting support, documentation, communication</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	Principal, ELD Teacher	<p>LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation</p>	120,108	School year 2023 - 2024
3.8	<p>Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	.5 Counselor	<p>LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>	55,981	School year 2023 - 2024

	performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor					
3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10	Provide students with the opportunity to prepare for high school, college and career through AVID. .4 FTE AVID	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	53,428	School year 2023 - 2024
3.11	Staff Collaboration over summer	X All Students English Learners Low-Income Students	Principal	Title I Part A Site Allocation	27,500 2500	School year 2023 - 2024

	2023 to plan for department and grade level continuity. Meeting	Foster Youth Other		1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 5800: Professiona I/Consulting Services And Operating Expenditur es		
3.12	Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform. Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemen tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	157,988	School year 2023 - 2024

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Will Rogers will implement clear pathways to bright futures by engaging students in discovering their limitless potential, and through coordinated efforts prepare them for college, career, and bright futures filled with opportunity.

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

What data did you use to monitor progress and how often?

We pulled suspension data, attendance information, and demographics of our elective and honors courses.

What worked and didn't work? Why? (monitoring)

We held listening circles and planning meetings with teachers by departments, grade levels, leadership, "home teams" (heterogeneously grouped staff planning sessions), as well as worked with students to find where

What modification(s) did you make based on the data? (evaluation)

We made a conscious effort to place more students from the identified groups in the ATSI (students of low SES and students of color) in the more technical electives and honors classes.

2022-23

Identified Need

Based on data from climate surveys, talking with students, and looking at the data of which students were actually in the elective classes and honors, we wanted to not only continue funding more technical elective programs, but we also wanted to find equitable ways to have our technical electives and honors classes reflect the diversity of our population. We also see a need to increase the number of academic field trips for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Number of students of low SES, students of color in the CTE Bikes/Small Gas Engines elective and honors classes, Number of academic field trips a year.	*2 students of low SES in the CTE Bikes/Small Bikes during the 2022-2023 school year *1 field trip during 2022-2023 school year	*Raise the number of students of low SES to at least 30% in the honors and CTE classes, as the students in this group make up half the population.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Monetary supports for field trips	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	15000	School year 2023 - 2024

4.2	Purchase .2 staffing to support hands on activities for, Bike repair and small engine classes. Efforts made to place students of low SES in this course.	All Students English Learners X Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	19,254 4,898	School year 2023 - 2024
4.3	Purchase materials to support hands on activities for Art, Bike repair and small engine classes.	All Students English Learners X Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000 2500	School year 2023 - 2024

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,017,577.00

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 (\$)
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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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$291,549.00
LCFF Supplemental English Learner Central	\$120,108.00
LCFF Supplemental Site Allocation	\$73,920.00
Title I Part A Parent Involvement	\$5,600.00
Title I Part A Site Allocation	\$526,400.00

Subtotal of state or local funds included for this school: \$1,017,577.00

Total of federal, state, and/or local funds for this school: \$1,017,577.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	73,920	0.00
LCFF Supplemental English Learner Central	120,108	0.00
LCFF Supplemental Centralized Services (District Only)	291,549	0.00
Title I Part A Site Allocation	526,400	0.00
Title I Part A Parent Involvement	5,600	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	291,549.00
LCFF Supplemental English Learner Central	120,108.00
LCFF Supplemental Site Allocation	73,920.00
Title I Part A Parent Involvement	5,600.00
Title I Part A Site Allocation	526,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	671,726.00
2000-2999: Classified Personnel Salaries	98,060.00
3000-3999: Employee Benefits	180,305.00
4000-4999: Books And Supplies	47,986.00
5000-5999: Services And Other Operating Expenditures	17,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	291,549.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	120,108.00
	LCFF Supplemental Site Allocation	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	44,552.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3,500.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	13,882.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,986.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	5,600.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	215,517.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	88,960.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	166,423.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	36,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	17,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,629.00
Goal 2	62,900.00
Goal 3	871,396.00
Goal 4	42,652.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Allison Kozel (Chair)	Principal
Haley Zerr	Classroom Teacher
Danielle Holtey	Classroom Teacher
Seema Narula	Classroom Teacher
Traci Kaiser	Classroom Teacher
Kyle Stefun	Other School Staff
Kristen Marshall	Parent or Community Member
8th Grade Student	Secondary Student
8th Grade Student	Secondary Student
8th Grade Student	Secondary Student

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: PBIS Committee Strategic Planning Committee

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 June 7th, 2023.

Attested:

	Principal, Allison Kozel on June 7th, 2023
	SSC Chairperson, Allison Kozel on June 7th, 2023

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.

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.

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.

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.

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/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Will Rogers Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$291,549.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$55,981.00	Engaging Academics	
Provide students with the opportunity to prepare for high school, college and career through AVID. .4 FTE AVID	1000-1999: Certificated Personnel Salaries	\$53,428.00	Engaging Academics	Utilizing Data to Optimize Learning: Receive professional development on how to read and analyze the performance series data. Receive professional development from the district on how to best meet individual student needs. Receive professional development from our ELD teachers on how to best meet our EL student needs. ELA and Math departments will receive professional learning on performance series and assessment development from the district. Title 1 Administrator will attend ELD workshops to support our work on site.
Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform. Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act.	1000-1999: Certificated Personnel Salaries	\$157,988.00	Engaging Academics	Provide 2 days of subs 2 times a year. 1st sub day will be for calibrating with co-English teacher on grade level writing prompts. 2nd day will be used for small group pullout to work with specific groups on areas of weakness in writing.
	1000-1999: Certificated Personnel Salaries	\$24,152.00	Engaging Academics	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$291,549.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Will Rogers Middle School

Funding Source: LCFF Supplemental English Learner Central **\$120,108.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 ELD teacher ELAC meeting support, documentation, communication.	1000-1999: Certificated Personnel Salaries	\$120,108.00	Engaging Academics	ELD teachers to monitor and support ELL students. ELD teachers will Communicate with staff on strategies, how to stay in compliance and work with best practices.

LCFF Supplemental English Learner Central Total Expenditures: \$120,108.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$73,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$4,898.00	Clear Pathways to Bright Futures	
	4000-4999: Books And Supplies	\$2,500.00	Clear Pathways to Bright Futures	
Purchase .2 staffing to support hands on activities for, Bike repair and small engine classes. Efforts made to place students of low SES in this course.	1000-1999: Certificated Personnel Salaries	\$19,254.00	Clear Pathways to Bright Futures	

Will Rogers Middle School

Award ceremonies and award certificates	4000-4999: Books And Supplies	\$344.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.</p> <p>Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>
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Will Rogers Middle School

Grade Level academic and community engagement ceremonies and activities	4000-4999: Books And Supplies	\$1,076.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.</p> <p>Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>
Writing conferences. 3x a year, teachers will leave the class and a sub will teach. Teachers will spend 1 day collaborating with peers to calibrate and 1 day pulling students from class while the sub teaches.	1000-1999: Certificated Personnel Salaries	\$5,239.00	Engaging Academics	

Will Rogers Middle School

To engage EL, Foster youth and low income students we are creating and supporting clubs. Supplemental funds will be used to purchase materials, shirts and food for running of programs that support student engagement and create a sense of belonging.

4000-4999: Books And Supplies

\$4,566.00

Connected School Communities

Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.
Parent Liaison will coordinate the Parent/Family Resource Center for the school.

Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.

In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.

We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Purchase agendas to allow for school to home communication.

\$0.00 Connected School Communities

Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.
Parent Liaison will coordinate the Parent/Family Resource Center for the school.

Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.

In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.

We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

.2 AVID EXCLL. To focus intervention around our LTEL students and move them towards

1000-1999: Certificated Personnel Salaries

\$20,059.00

Connected School Communities

Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.
Parent Liaison will coordinate the Parent/Family Resource Center for the school.

Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.

In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.

We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

3000-3999: Employee Benefits

\$8,984.00

Connected School Communities

Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.
Parent Liaison will coordinate the Parent/Family Resource Center for the school.

Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.

In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.

We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Attendance team will create positive incentive activities to increase attendance.

4000-4999: Books And Supplies

\$1,000.00

Healthy Environments for Socio-Emotional Growth

Develop and support patterns of regular attendance for all students. Increase Attendance. An additional hour added to the Attendance clerks time to support attendance improvement.

2000-2999: Classified Personnel Salaries

\$3,500.00

Healthy Environments for Socio-Emotional Growth

Monetary supports for clubs. Supplies, and staff supervision of clubs. Including WEB, Student government and the BSU. ELA, Math, science, and history departments will purchase supportive instructional materials.

4000-4999: Books And Supplies

\$2,500.00

Healthy Environments for Socio-Emotional Growth

Will Rogers Middle School

LCFF Supplemental Site Allocation Total Expenditures: \$73,920.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$5,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison	2000-2999: Classified Personnel Salaries	\$5,600.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.</p> <p>Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>

Title I Part A Parent Involvement Total Expenditures: \$5,600.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Will Rogers Middle School

Funding Source: Title I Part A Site Allocation

\$526,400.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff Collaboration over summer 2023 to plan for department and grade level continuity. Meeting	1000-1999: Certificated Personnel Salaries	\$27,500.00	Engaging Academics	Seek Out Professional Growth Opportunities: Send staff to educational conferences to support professional learning and student achievement. New knowledge will be shared with staff during professional development days. Will Rogers will send staff to ASCD each year to build our human and knowledge capital on campus.
Purchase 4 Instructional assistants to allow for targeted intervention and support.	2000-2999: Classified Personnel Salaries	\$88,960.00	Engaging Academics	
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$34,607.00	Engaging Academics	
.4 intervention. A teacher will work with intervention classes to provide extra support and engagement through ART, music, and other high engagement activities.	1000-1999: Certificated Personnel Salaries	\$26,128.00	Engaging Academics	
IYT Program or alternative program that will support students after school. Specifically targeting students of marginalized groups.	4000-4999: Books And Supplies	\$7,500.00	Healthy Environments for Socio-Emotional Growth	
	4000-4999: Books And Supplies	\$27,500.00	Healthy Environments for Socio-Emotional Growth	
Implement (3) sections, .6 FTE Math Support Grade level support.	1000-1999: Certificated Personnel Salaries	\$65,000.00	Engaging Academics	
.2 Math support Intense, general education support..				
.4 Reading/Writing intervention	1000-1999: Certificated Personnel Salaries	\$41,382.00	Engaging Academics	

Will Rogers Middle School

PBIS team collaboration	1000-1999: Certificated Personnel Salaries	\$20,900.00	Healthy Environments for Socio-Emotional Growth	
Purchase materials to support hands on activities for Art, Bike repair and small engine classes.	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	
Monetary supports for field trips	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Clear Pathways to Bright Futures	
	3000-3999: Employee Benefits	\$30,000.00	Engaging Academics	
	3000-3999: Employee Benefits	\$20,917.00	Engaging Academics	
	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academics	
	3000-3999: Employee Benefits	\$68,803.00	Engaging Academics	
	3000-3999: Employee Benefits	\$20,522.00	Engaging Academics	
	3000-3999: Employee Benefits	\$26,181.00	Engaging Academics	
	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	Engaging Academics	Seek Out Professional Growth Opportunities: Send staff to educational conferences to support professional learning and student achievement. New knowledge will be shared with staff during professional development days. Will Rogers will send staff to ASCD each year to build our human and knowledge capital on campus.
Title I Part A Site Allocation Total Expenditures:		\$526,400.00		
Title I Part A Site Allocation Allocation Balance:		\$0.00		

Will Rogers Middle School

Will Rogers Middle School Total Expenditures: \$1,017,577.00