

# 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	19-64691-6014922	September 29, 2023	October 19, 2023

## Purpose and Description

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

Schoolwide Program

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

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district’s initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Parent Surveys indicate parents feel Rogers is a safe school, has an excellent academic program. They indicate they feel welcome and have opportunities to participate in their students education. Parents participating in the survey expressed an interest in maintaining established programs and meeting the needs of our lowest performing students. Parents want more tutoring opportunities for students to get academic help at lunch, before school, and after school. Rogers teachers believe students would benefit from math and language arts support classes.

## Classroom Observations

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

Ed Services walkthroughs: Growth and improvement in the district's instructional focus area - intentional questioning to support academic discourse and student critical thinking across all content areas - are measured through the classroom walkthrough protocol data that is utilized twice monthly at each school by the principal and members of the Educational Services team. The data collected with this instrument is analyzed bi-monthly to measure impact and implementation of the instructional focus. Data from over 1,000 classroom observations in 2018-19 indicated that in the area of multiple exchanges and building up an idea, most conversations fell in the "attempting" range, or "2" on a 4-point scale, and so we dug deeper into how to help students build up ideas through multiple exchanges.

Principal walkthroughs:

Classroom instruction is observed on a regular basis by administrators. The purpose of the observations are to ensure student learning.

We focus on three questions when observing:

1. What specifically is the student expected to learn?
2. How will we know which students have mastered the learning?
3. What will we do for those students who may not have mastered the learning yet?

The instructional design is reflected in clear objectives and active student engagement. Teachers receive frequent feedback from classroom observations.

Research based professional development is provided to all teachers.

Evaluation process:

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers STAR reading 4x per year to all students to assess reading proficiency and modify instruction as appropriate. Curriculum-embedded English Language Arts assessments are used 6-8 to assess student progress, and design appropriate language arts intervention, small groups, and differentiation within the classroom. IABs are administered in math classes for the same purpose. The SBAC assessment is another measure to for growth, to identify school wide focus, and serves as a reclassification criterion for English Learners. Multiple assessment data and placement testing results are used to design the master schedule in response to student needs. Students who have not met performance goals are placed into our core replacement intervention program.

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

Summative and formative data will be used to determine the master schedule, teacher assignments, course offerings, professional development, interventions, instructional design, purchase of materials and lesson planning. Professional learning communities of teachers and support staff will use the data to develop, design and implement instruction. Teachers have on-going training and time for planning, data analysis and collaboration.

Teachers are provided with many opportunities throughout the year to analyze the results of these tests collaboratively. Each trimester each 6th grade teacher and 7th and 8th grade language arts teacher meets with the LAS and/or ELIRT and principal to analyze assessment results and historical data for students on their roster. The LAS works with each teacher to weigh their needs against that of the entire grade level to ensure that those students who need the most intervention receive it and a shared accountability on behalf of all teachers as to how we are doing as a school. The Math TOSA works with all math teachers to analyze data and plan instruction based on student needs.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers and 100% of the instructional aides at Rogers are NCLB Highly Qualified.

As part of our Corrective Action Plan, staff development continues at the district-level and the site level. Teachers receive professional development on research based instructional strategies. The professional development will focus on the needs of the sub groups who are under-performing on the SBAC. Teachers receive annual training in the content area to ensure standards based instruction. Teachers receive training in data analysis using School City to inform instructional practices and monitor student achievement. Data will be collected and stored using School City and other site based data systems. Rogers is using the Professional Learning Community model, that organizes students and teachers into teams. This model allows teachers to collaborate in teams, small groups, departments, and/or grade levels to review student achievement, student work and data analysis. Teachers are provided collaboration for content area planning at least once a month.

Rogers school has a full time Language Arts Specialist , one full time ELIRT (English Language Instructional Resource Teacher) and one half-time Math TOSA.

Teachers are organized into professional learning communities, Teachers are teamed in interdisciplinary teams with common planning. Teachers meet weekly to collaborate and plan in grade level content area departments. Rogers receives additional professional development support from the District in the areas of EL Learners, Special Education and Math. Teachers receive collaboration opportunities on a daily basis.

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

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

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

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

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

A Language Arts Specialist (LAS), Math TOSA, and English Learner Instructional Resource Teacher (ELIRT) are all available on-site to provide ongoing instructional assistance and support for teachers.

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

Teachers have collaboration time twice per month and receive 14 minimum day professional development sessions by department. Teachers are also provided time to do additional collaboration such as lesson study by department and/or grade level with the assistance of the Math TOSA, ELIRT, and/or LAS.

## Teaching and Learning

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

Rogers Middle School has implemented a standards-based curriculum in all core content areas. The curriculum focuses on key standards that are clearly communicated through trimester curricular maps and pacing guides. Accountability is supported through the implementation of benchmark and trimester exams that address the key standards. The core curriculum is supported through SBE adopted textbooks and supplemental materials. The current Language Arts SBE adopted standards-based text and instructional material used at Rogers is HOLT. In addition to the core curriculum, Rogers has selected the SBE adopted, standards based program, "Inside" as the Language Arts curriculum for Language Arts intervention and ELD program. The current Math SBE adopted standards based text and supplemental material at Rogers are Prentis Hall for all math courses including Algebra I. Rogers is using the SBE adopted, standards based program.

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

Rogers adheres to the recommended instructional minutes for reading/language arts, English Language Development, PE, and mathematics (K-8).

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

Rogers has trimester maps and planning guides for all core curricular areas.

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

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction. Teachers and departments are allocated funds to purchase supplemental materials to support their instruction (for example science lab consumables, math manipulatives, core novels, primary sources). Despite the availability of State-adopted materials, teachers often need to address the need of their lowest/highest performing students both with the existing State-adopted resources, and alternative types of instructional programs (such as: supplemental manipulatives, high interest novels, science equipment, ELD materials, language arts and math intervention materials) for special groups of students.

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

SBE adopted and standards aligned instructional materials, including intervention materials are used at Rogers.

## Opportunity and Equal Educational Access

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

Rogers professional development emphasizes research based educational practices to raise student achievement. Rogers Middle School provides services in many ways to assist under-performing students:

1. Additional support classes in Language Arts, ELD, and Mathematics.
2. Core replacement intervention programs during the regular day that targets ELA and math.
3. Intensive Specialized Language Academy for new to the country English Language Learners.
4. CPA elective classes/tutorials for students near the Proficient Level as measured by the students' SBAC scale score.

### Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.

## Parental Engagement

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

Family University (or simply FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district!

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education.

Additional resources available to parents and families include: Little Company of Mary Hospital Medical Van on site weekly, Annual Eye Exams, Annual Dental Screens, Referrals available for Counseling by the Department of Mental Health (Didi Hirsch) and Masada Counseling Services, Realizing Amazing Potential (RAP) before, during and after-school intervention program, Public Library tutoring program (live homework help), City of Lawndale teen program and tutoring held in joint use gym, Language Arts Specialists, Individualized Classroom Environment for student requiring immediate attention, Health Aide on-site, School Psychologist, Adaptive PE Specialist, Speech Pathologist, limited social service referrals, natural helpers program/ peer mediation, tutoring services provided by Northrop Grumman

Partnership with Northrup Grumman for tutoring, math competitions, experimental science support (STEMS), Academic Group counseling

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

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV).

Through staff participation in SSC//ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.



## Funding

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

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students

Instructional aides will provide supplementary assistance in the student's native language. This provides for better comprehension of subject matter, as well as individualized attention, and monitoring of student progress. Tutors will be provided to assist under-performing students in the AVID elective classes. For those students whose behavior prohibits them from full participation in class; and therefore jeopardizing their academic success, we have established an Individual Classroom Environment where the curriculum is offered in an individualizes setting. For under-performing language arts and math students we have implement the SBE adopted, standards based SRA intervention programs, "Inside" and "Number Worlds" for the ELL program and for the math core replacement intervention program. Software programs, educational websites, computer supplies, and equipment will be utilized to facilitate writing, language arts, math, science, and social studies. Field trips will be scheduled to provide students real-world opportunities to apply what they have learned. A program for before, after and lunch time tutoring and homework help has been established at Rogers to assist all students with completing their work. We have created before and after school intervention programs that target literacy and math.

In accordance with No Child Left Behind regulations, our chronically under-performing students have access to referrals and funding for tutoring in Math or Language Arts. Rogers is a School-wide Title I Program and a School-Based Coordinated Program school. This designation permits a more effective and efficient coordination and integration of federal, state, and local services and programs.

## Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

## **Educational Partner Involvement**

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

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

The School Site Council (SSC) consists of the following stakeholders: parents, community members, the principal, certificated teachers, and classified employees. SSC meets on a monthly basis to

review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendation based on the data provided during the reviews. Additionally, our ELAC advises the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	12.1%	14.67%	14.14%	111	125	113
Asian	6.8%	5.99%	6.38%	62	51	51
Filipino	1.3%	1.06%	0.75%	12	9	6
Hispanic/Latino	72.5%	70.89%	71.84%	665	604	574
Pacific Islander	1.5%	0.70%	0.63%	14	6	5
White	2.7%	2.58%	2.63%	25	22	21
Multiple/No Response	1.3%	1.64%	2%	12	14	16
	<b>Total Enrollment</b>			917	852	799

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	303	257	257
Grade 7	303	293	257
Grade 8	311	302	285
<b>Total Enrollment</b>	917	852	799

Conclusions based on this data:

1.

# 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	180	147	113	19.60%	17.3%	14.1%
Fluent English Proficient (FEP)	368	333	328	40.10%	39.1%	41.1%
Reclassified Fluent English Proficient (RFEP)	71	66		39.4%	45%	

Conclusions based on this data:

1.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	298	252	259	0	247	252	0	247	252	0.0	98.0	97.3
Grade 7	291	294	255	0	286	250	0	284	250	0.0	97.3	98.0
Grade 8	305	289	278	0	284	272	0	283	271	0.0	98.3	97.8
All Grades	894	835	792	0	817	774	0	814	773	0.0	97.8	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2517.	2524.		10.93	14.68		38.46	34.92		27.53	28.57		23.08	21.83
Grade 7		2547.	2538.		13.38	10.80		37.32	37.20		27.82	29.20		21.48	22.80
Grade 8		2564.	2551.		14.49	16.24		36.75	31.00		27.92	25.09		20.85	27.68
All Grades	N/A	N/A	N/A		13.02	13.97		37.47	34.28		27.76	27.55		21.74	24.19

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		15.79	14.29		56.68	57.94		27.53	27.78			
Grade 7		15.14	12.00		65.14	66.80		19.72	21.20			
Grade 8		17.67	15.13		57.60	54.61		24.73	30.26			
All Grades		16.22	13.84		59.95	59.64		23.83	26.52			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.57	15.08		56.68	61.11		28.74	23.81
Grade 7		19.37	17.60		58.45	60.80		22.18	21.60
Grade 8		19.15	18.45		58.16	55.72		22.70	25.83
All Grades		17.84	17.08		57.81	59.12		24.35	23.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.57	11.90		70.45	80.95		14.98	7.14
Grade 7		15.14	7.20		74.30	76.00		10.56	16.80
Grade 8		12.72	17.34		77.03	66.05		10.25	16.61
All Grades		14.13	12.29		74.08	74.13		11.79	13.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		18.62	17.86		65.99	66.67		15.38	15.48
Grade 7		18.66	18.80		65.49	65.60		15.85	15.60
Grade 8		23.67	23.62		64.31	61.62		12.01	14.76
All Grades		20.39	20.18		65.23	64.55		14.37	15.27

**Conclusions based on this data:**

- Overall achievement data for 6th-8th grade students demonstrates that 48.25% met and exceeded standard and 51.74% were nearly met and not met.
- Broken down over grade levels, 49.6% of 6th grade students were standard met and standard exceeded, 50.4% were standard nearly met and standard not met. In 7th grade 48% of the students were standard met and standard exceeded, 52% of the students were standard nearly met and standard not met. For 8th grade, 47.24% of the students were standard met and standard exceeded, and 52.77% of the students were standard nearly met and standard not met.  
  
The percentage of ELA standard met and standard exceeded decreases slightly from 6th grade at 51% to 7th grade at 47.7% to 8th grade at 47.6%.
- For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.  
  
LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sonday System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.  
  
Sonday System:  
The Sonday System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sonday System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sondag System 1 and System 2 implementation training during the course of the 2022/23 school year. Sondag System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sondag system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Sondag meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sondag System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	298	251	260	0	246	259	0	246	259	0.0	98.0	99.6
Grade 7	291	294	254	0	292	252	0	292	252	0.0	99.3	99.2
Grade 8	305	289	278	0	286	274	0	286	274	0.0	99.0	98.6
All Grades	894	834	792	0	824	785	0	824	785	0.0	98.8	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2484.	2493.		6.50	10.42		16.67	16.60		36.59	33.59		40.24	39.38
Grade 7		2496.	2497.		8.56	6.35		15.75	21.03		30.48	27.78		45.21	44.84
Grade 8		2506.	2506.		7.34	10.58		17.13	10.58		27.62	27.74		47.90	51.09
All Grades	N/A	N/A	N/A		7.52	9.17		16.50	15.92		31.31	29.68		44.66	45.22

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		4.88	8.88		52.03	44.02		43.09	47.10	
Grade 7		10.96	9.52		40.41	43.65		48.63	46.83	
Grade 8		6.99	10.22		53.85	45.62		39.16	44.16	
All Grades		7.77	9.55		48.54	44.46		43.69	45.99	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.69	8.88		58.94	56.76		35.37	34.36
Grade 7		7.53	7.14		56.51	58.33		35.96	34.52
Grade 8		6.64	10.95		55.94	51.09		37.41	37.96
All Grades		6.67	9.04		57.04	55.29		36.29	35.67



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.94	12.74		63.41	63.32		27.64	23.94
Grade 7		8.22	8.33		62.33	66.67		29.45	25.00
Grade 8		7.34	8.76		64.34	59.12		28.32	32.12
All Grades		8.13	9.94		63.35	62.93		28.52	27.13

**Conclusions based on this data:**

1. Overall achievement data for 6th-8th grade students demonstrates that 25.09% of all students met or exceeded standards and 74.9% of all students were at standard nearly met and standard not met.
2. Achievement data demonstrates that 27.02% of all 6th grade students met or exceeded standards, 27.38% of all 7th grade students met or exceeded standards, and 21.16% of all 8th grade students met or exceeded standards.
- 3.

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sondag System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

**Sondag System:**

The Sondag System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sondag System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sondag System 1 and System 2 implementation training during the course of the 2022/23 school year. Sondag System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sondag system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Sondag meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sondag System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1525.5	1542.8	1503.2	1524.4	1537.7	1501.0	1526.0	1547.4	1504.9	59	46	34
7	1531.3	1528.4	1550.1	1532.3	1518.9	1543.5	1529.8	1537.6	1556.0	37	56	25
8	1538.9	1553.9	1556.9	1540.6	1541.3	1562.0	1536.7	1566.0	1551.3	53	35	42
All Grades										149	137	101

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	18.64	36.96	23.53	32.20	43.48	35.29	37.29	10.87	20.59	11.86	8.70	20.59	59	46	34
7	16.22	17.86	24.00	40.54	33.93	48.00	24.32	37.50	20.00	18.92	10.71	8.00	37	56	25
8	28.30	40.00	21.43	30.19	20.00	52.38	26.42	20.00	11.90	15.09	20.00	14.29	53	35	42
All Grades	21.48	29.93	22.77	33.56	33.58	45.54	30.20	24.09	16.83	14.77	12.41	14.85	149	137	101

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.12	50.00	38.24	50.85	36.96	26.47	15.25	4.35	11.76	6.78	8.70	23.53	59	46	34
7	32.43	23.21	40.00	37.84	46.43	40.00	13.51	17.86	8.00	16.22	12.50	12.00	37	56	25
8	33.96	34.29	45.24	41.51	37.14	28.57	7.55	17.14	14.29	16.98	11.43	11.90	53	35	42
All Grades	30.87	35.04	41.58	44.30	40.88	30.69	12.08	13.14	11.88	12.75	10.95	15.84	149	137	101

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.47	15.22	0.00	18.64	28.26	35.29	47.46	45.65	26.47	25.42	10.87	38.24	59	46	34
7	8.11	8.93	12.00	21.62	25.00	44.00	35.14	44.64	36.00	35.14	21.43	8.00	37	56	25
8	3.77	25.71	9.52	33.96	25.71	35.71	32.08	28.57	38.10	30.19	20.00	16.67	53	35	42
All Grades	6.71	15.33	6.93	24.83	26.28	37.62	38.93	40.88	33.66	29.53	17.52	21.78	149	137	101

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	13.56	19.57	14.71	71.19	76.09	55.88	15.25	4.35	29.41	59	46	34
7	10.81	7.14	16.00	62.16	73.21	68.00	27.03	19.64	16.00	37	56	25
8	24.53	22.86	16.67	58.49	45.71	69.05	16.98	31.43	14.29	53	35	42
All Grades	16.78	15.33	15.84	64.43	67.15	64.36	18.79	17.52	19.80	149	137	101

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	59.32	60.87	55.88	33.90	30.43	20.59	6.78	8.70	23.53	59	46	34
7	72.97	58.93	72.00	21.62	28.57	20.00	5.41	12.50	8.00	37	56	25
8	60.38	51.43	59.52	22.64	37.14	28.57	16.98	11.43	11.90	53	35	42
All Grades	63.09	57.66	61.39	26.85	31.39	23.76	10.07	10.95	14.85	149	137	101

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.17	15.22	5.88	37.29	54.35	41.18	52.54	30.43	52.94	59	46	34
7	16.22	14.29	12.00	29.73	44.64	56.00	54.05	41.07	32.00	37	56	25
8	22.64	28.57	16.67	33.96	37.14	47.62	43.40	34.29	35.71	53	35	42
All Grades	16.11	18.25	11.88	34.23	45.99	47.52	49.66	35.77	40.59	149	137	101

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	13.56	36.96	23.53	81.36	58.70	58.82	5.08	4.35	17.65	59	46	34
7	8.11	17.86	36.00	81.08	67.86	60.00	10.81	14.29	4.00	37	56	25
8	3.77	5.71	4.76	79.25	77.14	80.95	16.98	17.14	14.29	53	35	42
All Grades	8.72	21.17	18.81	80.54	67.15	68.32	10.74	11.68	12.87	149	137	101

**Conclusions based on this data:**

1. Based on the ELPAC scores from 18-19 for all grade levels, 29% of the students were at level 4, 39.1% at level 3, 21% at level 2 and 10.9% at level 1.
2. The results show that 68.1 % of 6th-8th grade students were proficient on the ELPAC and 39.1% of 6th-8th grade students were not yet proficient.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
799	71.5	14.1	0.3
Total Number of Students enrolled in Will Rogers Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	14.1
Foster Youth	2	0.3
Homeless	17	2.1
Socioeconomically Disadvantaged	571	71.5
Students with Disabilities	102	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	113	14.1
Asian	51	6.4
Filipino	6	0.8
Hispanic	574	71.8
Two or More Races	16	2
Pacific Islander	5	0.6
White	21	2.6

### Conclusions based on this data:

- 25.7% of students at Rogers are classified as English learners. Rogers Middle School's goal is to increase the reclassification rates of these English learners.

2. 87% of students at Rogers are classified as socioeconomically disadvantaged. 12.2% of students are students with disabilities. Additional academic supports for this population should remain.
3. 71.6% of Rogers' population is Hispanic. The next largest student group is African American students at 9.2% and Asian at 6.8%.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

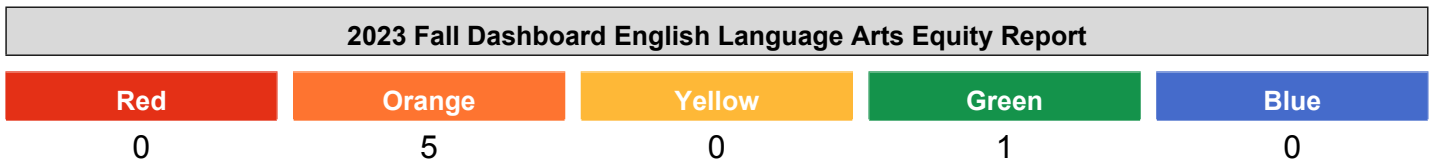
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This section provides number of student groups in each level.







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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 11.3 points below standard Decreased -4 points 753 Students	<b>English Learners</b>  Orange 33.5 points below standard Decreased -10.4 points 302 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 26.1 points below standard Increased Significantly +26.7 points 15 Students	<b>Socioeconomically Disadvantaged</b>  Orange 13.7 points below standard Maintained -1.7 points 557 Students	<b>Students with Disabilities</b>  Orange 113.2 points below standard Increased Significantly +21.7 points 97 Students



### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 27.5 points below standard Maintained -1.6 points 106 Students	 No Performance Color 0 Students	 Green 52.2 points above standard Decreased -4.5 points 46 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.4 points below standard Decreased -6.7 points 543 Students	22 points above standard Increased +8.2 points 15 Students	Less than 11 Students 5 Students	58.6 points above standard Increased Significantly +59.6 points 20 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.8 points below standard Decreased Significantly -20.2 points 64 Students	12.5 points below standard Decreased -12.7 points 238 Students	10.8 points below standard Maintained -2.3 points 334 Students

#### Conclusions based on this data:

1. The data indicates that overall our student decreased -4 points. However our Homeless and Students with disabilities increased. This data indicates that RMS needs to continue to provide support for ELD, ELD instruction and engage both EL students and families through parent workshops.
2. To respond to this data, we are using iReady to support student intervention through MyPath and small groups. Teacher leaders and IAs are facilitating small intervention groups to support student learning.
3. Teachers receive professional learning to support instruction during district, site, and staff meetings.

# School and Student Performance Data

## Academic Performance Mathematics

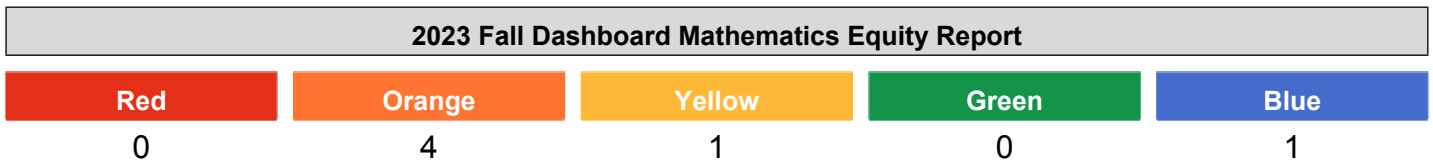
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 67.3 points below standard Increased +3.7 points 751 Students	<b>English Learners</b>  Orange 87.1 points below standard Decreased -3.9 points 301 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> 101.7 points below standard Increased Significantly +18.7 points 15 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 71.1 points below standard Increased +4.3 points 556 Students	<b>Students with Disabilities</b>  Orange 156.4 points below standard Increased Significantly +18 points 96 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 95.5 points below standard Increased +4.5 points 105 Students	 No Performance Color 0 Students	 Blue 29.4 points above standard Increased Significantly +24.5 points 46 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.5 points below standard Maintained +1.7 points 542 Students	62.7 points below standard Decreased Significantly - 20.2 points 15 Students	Less than 11 Students 5 Students	17.2 points above standard Increased Significantly +66.2 points 20 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
162.7 points below standard Decreased -10.3 points 64 Students	66.7 points below standard Decreased -7.2 points 237 Students	71 points below standard Increased +3.1 points 333 Students

#### Conclusions based on this data:

- Overall, math data increased 3 points for all students. Our Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Asian Students increased their scores.
- To respond to this data, we are using iReady to support student intervention through MyPath and small groups. Teacher leaders and IAs are facilitating small intervention groups to support student learning.

# School and Student Performance Data

## Academic Performance English Learner Progress

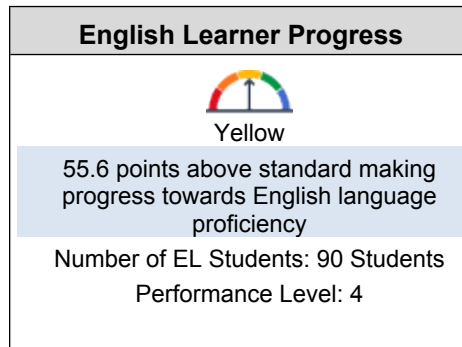
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	25	1	49

#### Conclusions based on this data:

1. Compared with the district's average of 1496 scaled score on the ELPAC 18-19, RMS average ELPAC scaled score was 1533. There is a continued need to support EL students by providing ELD support and instructional strategies.
2. RMS average scaled score on the 18-19 ELPAC was 1553. This score is a slight improvement from RMS's ELPAC 17-18 scaled score of 1517. Although there is 16 point scaled score growth, EL group needs continued support through parent and student engagement as well as providing PD for instructional strategies.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

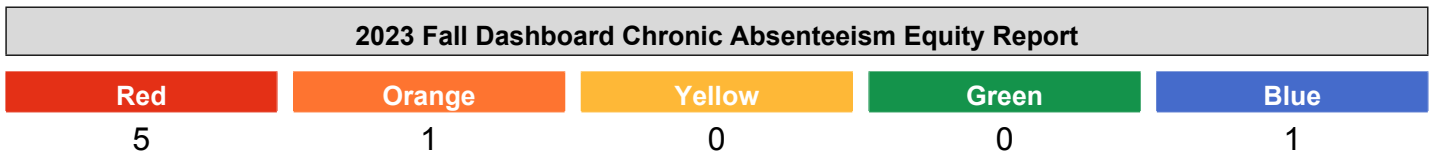
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>27.7% Chronically Absent</p> <p>Increased Significantly 3.2</p> <p>833 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>28.8% Chronically Absent</p> <p>Increased 4.2</p> <p>132 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Homeless</b></p> <p>42.3% Chronically Absent</p> <p>Declined -5.5</p> <p>26 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>28.2% Chronically Absent</p> <p>Increased 2.8</p> <p>616 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>41.1% Chronically Absent</p> <p>Increased 1.1</p> <p>112 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 35% Chronically Absent Increased 1.9 123 Students	 No Performance Color 0 Students	 Blue 1.9% Chronically Absent Declined -5.8 53 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 29% Chronically Absent Increased Significantly 4.7 593 Students	 Orange 19.4% Chronically Absent Increased 5.1 31 Students	Less than 11 Students 5 Students	31.8% Chronically Absent Increased 4.5 22 Students

**Conclusions based on this data:**

- LESD has identified students who need to attend school regularly. Chronic absenteeism is defined as students who miss at least 10% of instructional days in an academic year. To address these concerns at Will Rogers MS, the following steps are in place to address our students' needs, including those students with disabilities.
- School sites are contacting parents consistently and regularly to address daily absences. Attendance clerks will work closely with Social Workers, Counselors, and site Administrators to continue to support students and parents to offer supportive services to mitigate school attendance issues- medical, social, and or emotional support. Extended learning opportunities through Saturday School (Academy) where indicated students will be identified and invited to attend Saturday School based on their overall academic performance, chronic absenteeism, and staff recommendations. In addition, targeted support is provided for students with attendance concerns through a yearly cycle of the Student Attendance Review Team (SART) held at the sites before making a referral to the Student Attendance Review Board (SARB). We will continue to promote positive attendance through our Positive Behavior Intervention Supports incentives.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

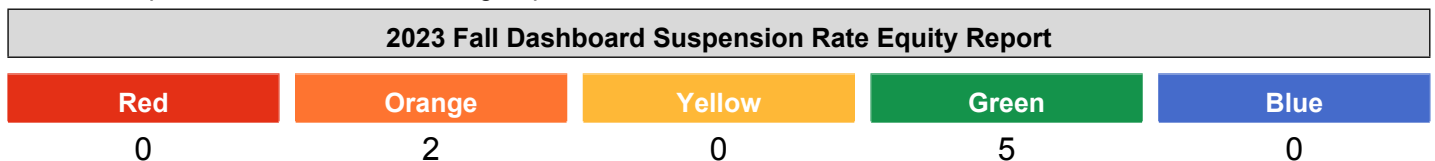
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 3.5% suspended at least one day Declined -1.2 846 Students	<b>English Learners</b>  Orange 4.5% suspended at least one day Increased 0.4 134 Students	<b>Foster Youth</b> Less than 11 Students 9 Students
<b>Homeless</b> 3.7% suspended at least one day Declined -8.8 27 Students	<b>Socioeconomically Disadvantaged</b>  Green 4% suspended at least one day Declined -1 626 Students	<b>Students with Disabilities</b>  Green 4.4% suspended at least one day Declined -0.7 114 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 5.6% suspended at least one day Declined -2.3 126 Students	 No Performance Color 0 Students	 Green 1.9% suspended at least one day Maintained 0 53 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.2% suspended at least one day Declined -1.5 602 Students	 Orange 6.5% suspended at least one day Increased 3.6 31 Students	Less than 11 Students 5 Students	 0% suspended at least one day Declined -4.5 23 Students

**Conclusions based on this data:**

- Overall, our suspension data has decreased for all students.
- To support students, RMS provides behavioral supports to students by using a consistent school-wide PBIS system, parent workshops, and SEL lessons (SecondStep Curriculum) for students. Admin has multiple grade level assemblies to review behavior and safety expectations and consequences. Our SRO visits campus and support students and families.



# 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

Increase Academic Achievement: ELA, SLA, ELD, Math, Science, S.S, P.E

## LEA/LCAP Goal

A 5% improvement in students demonstrating proficiency will occur in each of the academic areas listed below over three years beginning in 2016-17 and resulting in a 15% increase at the conclusion of the 2019-20 school year. The areas and measurements are: English Language Arts: CAASPP and Local Assessments, Mathematics: CAASPP and Local Assessments, English Language Development: ELPAC and RFEP Rates, Physical Fitness: CA Physical Fitness Test

## Goal 1

Local assessment data is being used in determining site academic goals in ELA and mathematics.

By the conclusion of the 2022-23 school year, all students will increase the percentage of students At/Above standard on the STAR reading assessment.

By the conclusion of the 2022-23 school year, all students will increase the percentage of students At/Above standard on local assessments by 5%.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

3 release day for each LC teacher to support with special education programming and differentiation to provide access to curriculum and instruction, and caseload management in preparation for the beginning of the school year.  
Plus Fringes

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4919	Supp & Con 1 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

Instructional materials to support student learning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
23000	Supp & Con 1 4000-4999: Books And Supplies
14700	Supp & Con 1 Classroom Teacher Supplies

**Strategy/Activity 3**

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

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

All Students

**Strategy/Activity**

20 additional hours for LC teachers to plan and prepare IEP accommodations and modifications for all general education teachers.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Supp & Con 1 1000-1999: Certificated Personnel Salaries

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

LCAP MS Music Funding:  
instruments, repairs, replacements, accessories, sheet music, uniforms

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 5

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

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

All students

### Strategy/Activity

"Art Club T shirts" to "bolster the artistic learning in art students" as the design was created by Art Club. We will be using Art LCAP middle school funding. (LCAP goal 1, object 4350)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

Direct purchases

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Supp & Con 1  
4000-4999: Books And Supplies

# 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

Ensure Access & Equity: SpEd, Other Interventions

## LEA/LCAP Goal

A 5% Improvement in students demonstrating proficiency will occur in each of the academic areas listed below over three years beginning in 2016-2017 and resulting in a 15% increase at the conclusion of the 2018-2019 school year. This 5% increase will apply to all students (as measured in goal 1) and also the following pupil subgroups: English Learners, low-income pupils, Hispanic or Latino, black or African-American, reclassified pupils and students with disabilities. The areas and measurements are: English language arts: CAASPP, and local assessments, Mathematics: CAASPP and local assessments, English language development: AMAOs and RFEP rates.

## Goal 2

By the conclusion of the 2022-23 school year, students with disabilities will increase the percentage of students scoring At or Above on the STAR reading assessment in each grade level by 5% each trimester.

Increase the percentage of students meeting or exceeding standard on the math benchmark in each grade level by 5% each trimester.

Increase Proficiency on SBAC

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC - ELA	2021-22 50% Proficient	2022-23 75% Proficient
SBAC - Math	2021-22 17% Proficient	2022-23 40% Proficient

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

## Strategy/Activity 1

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

### Strategy/Activity

Provide additional hours for certificated staff for:

Additional Hours for certificated teachers for analyze data, collaboratively plan lessons and professional learning around Culturally Responsive Teaching (8 teachers for 30 hours each)

Additional Hours for each certificated teacher (10 teachers) to analyze data, collaboratively plan lessons, and student interventions to allow for equal access and engagement instruction

Additional Hours each for certificated teachers to collaboratively plan instruction to meet the needs of struggling students and English learners.

Additional Hours for each certificated teacher to analyze site data to plan and prepare onboarding lessons, SEL lessons to support student engagement

Additional Hours each for LAS, ELIRT, Instructional Technology Teacher to support with analyzing data, planning instruction to meet the needs of struggling students and English learners.

Additional Hours for teachers to translate instruction and resources to provide access to instruction

Additional Hours for teachers to plan and provide after school interventions for newcomer and English Learners

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
Teacher additional Hours

### Strategy/Activity 2

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

### Strategy/Activity

Provide sub release days for certificated staff for:

2 sub releases day for up to 40 teachers to collaborate, analyze data, and plan to support struggling students and English learners

20 sub release days total for collaborative partnerships to plan, analyze data, and support instruction (5 partnerships)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

Sub Release for 1:1 collaboration and planning to support struggling students and English Learners

### Strategy/Activity 3

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

#### Strategy/Activity

Provide instructional support with:

ELA Instructional Aide (2):

(1 - 3 hour position, 1 - 5 hour position)

Bilingual Aides (3) :

(1 - 2 hour position, 1 - 3 hour position, 1 - 5 hour position)

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

32490

#### Source(s)

Title I

2000-2999: Classified Personnel Salaries  
Instructional Aides

46836

Title I

2000-2999: Classified Personnel Salaries  
Fringes

### Strategy/Activity 4

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

#### Strategy/Activity

Provide additional hours for classified staff to support students in the following activities:

20 Additional hours each for each instructional aide to provide translations to support parent communication

10 additional hours for each IA to attend trainings for continued supports for ELs

40 additional hours for each instructional aide to provide interventions for students

Additional Hours for Library clerk to support and plan a supplemental reading group

80 additional hours for CL to support with translations and parent support.

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

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

Amount(s)

9000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Additional Hours

### **Strategy/Activity 5**

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

Strategy/Activity

Fringes

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

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

Amount(s)

27957

Source(s)

Title I  
3000-3999: Employee Benefits  
Fringes

### **Strategy/Activity 6**

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

Strategy/Activity

Purchase books that promote Diversity, inclusion, social justice (classrooms and LMC)  
Books for English Learners to support access to instruction  
Novels for StudySync  
Books for students Book Club to support literacy  
EL Reclassification and DI Book Awards, DI Biliteracy seal

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



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

Amount(s)	Source(s)
11000	Title I 4000-4999: Books And Supplies books

**Strategy/Activity 7**

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

**Strategy/Activity**

Provide instructional materials and supplies to support student learning/Direct purchase-materials and supplies:

Student Planners  
 Classroom Learning Materials (office depot)  
 Sensory Materials and Support  
 Intervention Materials  
 Science supplies  
 Math supplies

Translator system (headphone sets for translating at meetings)

Big Blue Blocks (student STEM activities / support materials)

Purchase materials, instructional supplies and incentives to support students' academic success especially to support struggling students and English learners.

Direct purchases-materials and supplies to support students, particularly struggling students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
14085	Title I 4000-4999: Books And Supplies Instructional materials

**Strategy/Activity 8**

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

## Strategy/Activity

Provide instructional software to support student learning, especially student who are struggling as well as English learners, and to provide interventions and instructional supports for struggling students:

iReady licenses for intervention

iReady diagnostic licenses for students in ELD program

Go Guardian

AREY Jones (Wevideo)

Rosetta Stone

BrainPop ELL

Curriculum Creator (CDW-G) Adobe Acrobat Pro (6 licences)

BrainPop Spanish

Nearpod

Ed Puzzle

Padlet

ComicLife

Creative Bundle - WeVideo, Explain Everything

IXL - math, science, spanish

Additional instructional software to support student learning, especially student who are struggling as well as English learners, and to provide interventions and instructional supports for struggling students

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

38900

Source(s)

Title I

4000-4999: Books And Supplies

Provide instructional software to support student learning, especially student who are struggling as well as English learners, and to provide interventions and instructional supports for struggling student

## Strategy/Activity 9

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

## Strategy/Activity

Provide technology to support student learning, especially struggling students and English learners using Non Cap Equipment so that students can be supported to access learning through technology use:

Purchase Chromebooks to support student learning especially struggling students and English learners, using technology

Purchase computer to create multi-media products to engage all students, particularly struggling students, to connect to real life and make meaningful connections to content.

Purchase Chromebook batteries/chargers to continue to support struggling students and English learners to access learning using technology.

Purchase additional technology to support struggling students and ELs to support access to learning using technology

Elmo - Visual Presenter Document Camera

Monitors to support instruction

Ipads to support student instruction

Headphones to support student learning

Translator system (headphone sets for translating at meetings)

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

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

Amount(s)

Source(s)

23439

Title I  
4000-4999: Books And Supplies  
Purchase equipment (Non Capitalized  
Equipment) to support student access to  
learning through technology use

### **Strategy/Activity 10**

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

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

All Students

Strategy/Activity

Transportation for school activities/field trips

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

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

Amount(s)

17100

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 11

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

Strategy/Activity

Provide conferences and workshops to support student learning for struggling students:  
Conferences and workshops that support student learning, especially struggling students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Conferences

### Strategy/Activity 12

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

Strategy/Activity

Refreshments for Parent meetings and workshops.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Title I Parent Involvement  
0001-0999: Unrestricted: Locally Defined

### Strategy/Activity 13

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

Strategy/Activity

Field Trips

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13526

Source(s)

Supp & Con 2  
4000-4999: Books And Supplies  
instructional materials

Title I  
4000-4999: Books And Supplies  
direct purchases

### Strategy/Activity 14

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

Strategy/Activity

Additional hours for parent translations

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4334

Source(s)

Title I Parent Involvement  
2000-2999: Classified Personnel Salaries  
additional hours

### Strategy/Activity 15

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

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

Low SES, English learners, African American, Hispanic or Latino students and SWD

Strategy/Activity

Direct Purchases - flexible seating to meet the needs of struggling students/Direct purchases and instructional materials to support students, parents via workshops,etc. (Parent Involvement)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1728	Title I Parent Involvement 4000-4999: Books And Supplies
	Supp & Con 2

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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

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

During our SSC Meetings we evaluated items in 4 different meetings. In the last meeting we reviewed all of them. Each meeting we shared data and information regarding our SPSA items. We will evaluate whether to continue, change, or add items based on our outcomes this year.

Following outcomes:

We will also review again after we receive our SBAC scores in the Fall to add, eliminate, or adjust our SPSA priorities. We used many additional hours i.e DI teachers instructional leaders. We had teachers that work with students directly like RISE and SEL Lessons.

Everyone: YES all in agreement to continue

Release days for collaborative partnerships to plan, analyze data and support instruction.

Instructional Aids: ELA (1-3 hour position and 1-5 hour position). Bilingual Aids (3) (1-2 hour position 1-3 hour position 1-5 hour positions).

Everyone: YES all in agreement to continue with IAs and release days

Classified additional hours. Books and Ref. Materials - DI books and reclassification & DI biliteracy seal (going into high school). We also bought big blue blocks (students STEAM activities/support materials) as well as intervention materials and student planners.

Everyone: YES all in agreement to continue with books, STEAM activities

Software. We use nearpod, blooket, edpuzzle, comic life plasq, wevideo, brainpop Spanish, padlet & IXL Science/ELA/ Spanish. The software is used to engage, differentiate, and enhance student learning.

Everyone: YES all in agreement to continue with the software and look into IXL

Chromebook, chargers, iPad and headphones. If a student forgets their Chromebook or it is not charged, we have extra so they can use it inside their classroom. We contracted services with 100 Black Men.

Based on our evaluation of items, are we in agreement to continue them next year? We will look at our data from SBAC and local assessments to make any adjustments in September.

Everyone: YES all in agreement

# 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

Improve Parent and Student Engagement

## LEA/LCAP Goal

A 2% Improvement in each of the identified metrics will occur over three years beginning with 2016-17 and resulting in 6% growth at the conclusion of the 2022-23 school year. These metrics will be: Parent LCAP survey results and student LCAP survey results.

Data points demonstrate a strength in other metrics related to student and parent engagement in LESD, so these will be included as maintenance goals. These metrics that will be maintained at current rates are: the California healthy kids survey, suspension data, expulsion data, attendance rates, chronic absenteeism rate, and middle school dropout rate.

## Goal 3

By the end of the 2022-2023 school year, Rogers will have increased ADA from our school average of to 96.80%. Rogers will also increase parent workshop opportunities on campus by 5%. We will decrease Office Referrals and suspensions by 5%.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS behavior data	Suspension rate and Office Referrals	Decrease office referrals and suspension rate by 5 %

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Provide additional hours for certificated staff to support parent and student engagement:

Additional hours for certificated staff to plan and support the following: CPA, Leadership, WEB, yearbook, videos

Additional hours for certificated staff to plan and support the following: Science Olympiad and Hackathon

Additional hours for certificated staff to support band practice and events



Additional hours for certificated staff to support student engagement and academics

30 additional hours for a certificated teacher to plan, support, participate, and supervise Math Counts Club.

40 additional hours for a certificated teacher to plan, create, and support student engagement with our school yearbook

40 additional hours for a certificated teacher to plan and support a Kindness and Coloring Club.

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

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

Amount(s)

Source(s)

7000

Supp & Con 3  
1000-1999: Certificated Personnel Salaries  
Provide additional hours for certificated staff to support parent and student engagement

### **Strategy/Activity 2**

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

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

All students

#### Strategy/Activity

Direct Purchases

Purchase PBIS materials and incentive rewards

Direct purchases-supplies that support student and parent engagement, i.e. radios/walkies

Amazon: Black Girl Magic group supplies

Electronic Whistles to support safety

School Pride Materials

Armstrong Printing - Readmit slips

Volleyball net and volleyballs

Door blocks to support student classroom safety

Rain mats

Safety Mirrors

Radios

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

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

Amount(s)

10400

Source(s)

Supp & Con 3  
4000-4999: Books And Supplies  
Direct Purchases for supporting parent and student engagement

### Strategy/Activity 3

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

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

All students

Strategy/Activity

Classified Additional Hours:  
additional hours for each SSA to assist with supervision of student activities and/or attend trainings  
15 additional hours for campus security to assist with supervision of student activities and/or attend trainings

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Supp & Con 3  
2000-2999: Classified Personnel Salaries

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

Fringes for certificated and classified

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2672

Source(s)

Supp & Con 3  
3000-3999: Employee Benefits

### Strategy/Activity 5

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

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

All Students

Strategy/Activity

Transportation for school activities/field trips  
Attend CABA  
School assemblies  
Science Olympiad and Hackathon competitions

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

19949

Source(s)

Supp & Con 3  
5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Instructional Materials to support student learning and engagement

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3625

Source(s)

Supp & Con 3  
4000-4999: Books And Supplies

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

3 release Days for CPA teachers to attend field trips

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Supp & Con 3  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 8**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# 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

21st Century Learning: Technology, School and Teacher Supplies

## LEA/LCAP Goal

A maintenance goal for instructional technology professional learning opportunities will be continued as this is currently an area of strength a goal will be for 6 Special Education learning center teachers to continue course work to complete the VPSS requirements they will continue course work towards expected completion in the 2021-22

## Goal 4

By the end of the 2022-23 School Year, increase the student use of technology to enhance learning and become proficient in 21st century technology skills and increase the student to device ratio. 1:1 technology in all sixth grade and seventh grade classrooms.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 devices in 6th, 7th, and 8th grade	2018-2019 2 sixth grade teams are 1:1 1 cart in each classroom	2019-2020 6th and 7th grade 1:1 1 cart in each classroom in 8th grade

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Additional Hours for Classified Staff (library clerk) to support with preparing instructional materials for students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Supp & Con 4  
4000-4999: Books And Supplies

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Purchase books for students (classroom and library)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1451

Source(s)

Supp & Con 4  
4000-4999: Books And Supplies

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Purchase instructional materials to support student learning

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3290

Source(s)

Supp & Con 4  
4000-4999: Books And Supplies

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

Purchase equipment to support student learning

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

[Empty input box for Amount(s)]

Source(s)

Supp & Con 4  
4000-4999: Books And Supplies

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Repair Equipment

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

Supp & Con 4  
5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

Direct purchases of materials to support student learning

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

[Empty input box for Amount(s)]

Source(s)

Supp & Con 4  
4000-4999: Books And Supplies  
Direct Purchase Supplies





# 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	\$373,901.00

## 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 (\$)
Title I	\$252,307.00
Title I Parent Involvement	\$8,062.00

Subtotal of additional federal funds included for this school: \$260,369.00

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 (\$)
Supp & Con 1	\$47,619.00
Supp & Con 2	\$13,526.00
Supp & Con 3	\$46,646.00
Supp & Con 4	\$5,741.00

Subtotal of state or local funds included for this school: \$113,532.00

Total of federal, state, and/or local funds for this school: \$373,901.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Supp & Con 1	47,619.00
Supp & Con 2	13,526.00
Supp & Con 3	46,646.00
Supp & Con 4	5,741.00
Title I	252,307.00
Title I Parent Involvement	8,062.00

## Expenditures by Budget Reference

Budget Reference	Amount
	14,700.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	40,919.00
2000-2999: Classified Personnel Salaries	95,660.00
3000-3999: Employee Benefits	30,629.00
4000-4999: Books And Supplies	149,444.00
5000-5999: Services And Other Operating Expenditures	40,549.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supp & Con 1	14,700.00
1000-1999: Certificated Personnel Salaries	Supp & Con 1	4,919.00

4000-4999: Books And Supplies	Supp & Con 1	28,000.00
4000-4999: Books And Supplies	Supp & Con 2	13,526.00
1000-1999: Certificated Personnel Salaries	Supp & Con 3	7,000.00
2000-2999: Classified Personnel Salaries	Supp & Con 3	3,000.00
3000-3999: Employee Benefits	Supp & Con 3	2,672.00
4000-4999: Books And Supplies	Supp & Con 3	14,025.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 3	19,949.00
4000-4999: Books And Supplies	Supp & Con 4	4,741.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 4	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	29,000.00
2000-2999: Classified Personnel Salaries	Title I	88,326.00
3000-3999: Employee Benefits	Title I	27,957.00
4000-4999: Books And Supplies	Title I	87,424.00
5000-5999: Services And Other Operating Expenditures	Title I	19,600.00
0001-0999: Unrestricted: Locally Defined	Title I Parent Involvement	2,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,334.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,728.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,619.00
Goal 2	273,895.00
Goal 3	46,646.00
Goal 4	5,741.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Emilie Leigh	Principal
Nadine Peraza	Parent or Community Member
Rocio Flores	Parent or Community Member
Hong Dao	Parent or Community Member
Elena Rodriguez	Parent or Community Member
Jessica Herrera	Parent or Community Member
Esmeralda Rosas	Other School Staff
Lynn Zebley	Classroom Teacher
Fred Master	Classroom Teacher
Shannon Davis	Classroom Teacher
Aaron Villarreyana	Parent or Community Member

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

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 September 29, 2023.

Attested:

Two handwritten signatures in blue ink. The top signature is a cursive-style signature, and the bottom signature is a more stylized, blocky signature.

Principal, Emilie Leigh on September 29, 2023

SSC Chairperson, Fred Master on September 29, 2023