

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Will Rogers Middle School	34-67447-6034870	May 21, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Will Rogers Middle School met the criteria for ATSI for the following indicators and/or student groups:

African American – ELA, Math, Chronic absenteeism, suspension

Asian – Chronic absenteeism

English Language Learner – ELA, math, chronic absenteeism, suspension

Hispanic – ELA, chronic absenteeism, suspension

Homeless – ELA, math, chronic absenteeism, suspension

Socially Economic Disadvantaged – math, chronic absenteeism, suspension

Students with disabilities – ELA, math, chronic absenteeism, suspension

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Will Rogers Middle School plan was developed with input from the following groups and committees:
School Site Council
Teachers provided input
The Leadership Team
LCAP Regional Forums
Student listening sessions
Network Improvement Committee

The following data was shared with our educational partners:

2023-2024 iReady ELA Data

Overall, students proficiency rate at grade level or above was 23%
ELA proficiency rates for 6th grade at or above grade level was 20%
ELA proficiency rates for 7th grade at or above grade level was 25%
ELA proficiency rates for 8th grade at or above grade level was 24%

2023-2024 ATSI iReady ELA

Overall proficiency rates for AA was 16%
Overall proficiency rates for EL was 0%
Overall proficiency rates for HIS was
Overall proficiency rates for Homeless was 8%
Overall proficiency rates for SWD was 1%

2023-2024 iReady Math Data

Overall, students proficiency rate at grade level or above is 14%
Math proficiency rates for 6th grade at or above grade level is 16%
Math proficiency rates for 7th grade at or above grade level 11%
Math proficiency rates for 8th grade at or above grade level 15%

2023-2024 ATSI iReady Math

Overall proficiency rates for AA was 7%

Overall proficiency rates for EL was 6%

Overall proficiency rates for Homeless was 3%

Overall proficiency rates for SWD was 2%

ATSI groups:

Based on the above school data and our students impacted by ATSI data, the staff, and School Site Council recognize a disproportionate achievement rate for AA, EL, Homeless, and SWD students. The above data was shared with teachers and SSC members throughout the school year.

2023-24 Attendance Data YTD: Attendance Rate 91%.

ATSI subgroup data is as follows: AA at 89.26%, AS students at 92.74%, EL at 92.58%, HIS at 90.82%, Homeless at 82.30, and SWD students at 89.93%

Attendance team interventions will continue, and students will be supported.

2023-24 Suspension Data YTD: Suspension Rate August 2023-January 2024 8.60% overall.

ATSI subgroup data is as follows: AA 26.15%,EL 5.83%,HIS 9.90%,Homeless 11.11%, SWD 7.81%

Positive Behavioral Interventions and Support to reduce our suspension rate.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.50%	0.99%	0.52%	3	6	3
African American	8.39%	8.1%	6.88%	50	49	40
Asian	4.87%	5.95%	4.82%	29	36	28
Filipino	1.01%	1.32%	1.38%	6	8	8
Hispanic/Latino	33.05%	30.58%	31.67%	197	185	184
Pacific Islander	0.84%	0.83%	0.52%	5	5	3
White	41.78%	43.47%	43.55%	249	263	253
Multiple/No Response	9.56%	8.76%	10.67%	57	53	62
	Total Enrollment			596	605	581

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	198	166	164
Grade 7	193	230	195
Grade 8	205	209	222
Total Enrollment	596	605	581

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	76	87	102	11.40%	12.8%	17.6%
Fluent English Proficient (FEP)	93	81	83	19.20%	15.6%	14.3%
Reclassified Fluent English Proficient (RFEP)				50.7%		

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
605	72.1	14.4	1
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	87	14.4
Foster Youth	6	1
Homeless	34	5.6
Socioeconomically Disadvantaged	436	72.1
Students with Disabilities	125	20.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	8.1
American Indian	6	1
Asian	36	6
Filipino	8	1.3
Hispanic	185	30.6
Two or More Races	53	8.8
Pacific Islander	5	0.8
White	263	43.5

School and Student Performance Data

Overall Performance

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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
English Language Arts Orange	Chronic Absenteeism Orange	Suspension Rate Red
Mathematics Red		
English Learner Progress Green		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

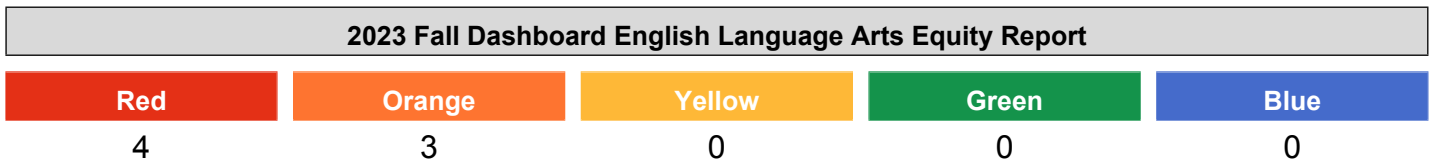
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Orange</p> <p>62.3 points below standard Decreased Significantly -18.8 points</p> <p>513 Students</p>	<p>English Learners</p> <p>Red</p> <p>109.8 points below standard Decreased Significantly -16.4 points</p> <p>106 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>100.2 points below standard Decreased -9.7 points</p> <p>27 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>76.8 points below standard Decreased Significantly -19.8 points</p> <p>384 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>154.2 points below standard Decreased Significantly -39.2 points</p> <p>102 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 93.4 points below standard Decreased -15 points 42 Students	Less than 11 Students 6 Students	111.6 points below standard Decreased Significantly - 67.3 points 30 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.5 points below standard Decreased -9.1 points 161 Students	 Orange 46.5 points below standard Decreased -4 points 44 Students	Less than 11 Students 5 Students	 Orange 48.8 points below standard Decreased Significantly - 18.8 points 218 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
159.4 points below standard Decreased Significantly -27.2 points 51 Students	63.7 points below standard Decreased Significantly -17.8 points 55 Students	55.3 points below standard Decreased Significantly -17.4 points 370 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall all students scored 62.3 points below standard which is a significant decrease from the previous year by 18.8 points. Looking at our lowest performing student groups in comparison to all students, English learners scores 109.8 points below standard which was a significant decrease of 16.4 points from the previous year, socioeconomically disadvantaged students also decreased significantly by 16.4 points from the previous year, students with disabilities decreased significantly by 39.2 points from the previous year, and our African American students decreased by 15 points from the previous school year. Each of these sub-groups, English learners, socioeconomically disadvantaged, students with disabilities, and African American students are scoring red on the data dashboard.

Compared to previous data, a significant increase in chronic absenteeism and suspension, as well as a lack of student engagement, may have likely contributed to the above results.

Based on this data, we must address ELA performance rates. We must look at school-wide, how intervention systems are utilized, and how students are placed into intervention. To improve outcomes for our lowest-performing student groups, we need to use data to drive instruction and build stronger relationships with students. Staff has indicated a need for planning time and professional development to increase student achievement.

School and Student Performance Data

Academic Performance Mathematics

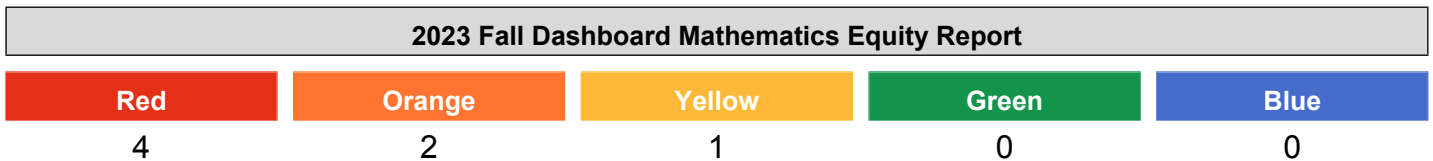
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p>All Students</p> <p>Red</p> <p>96.1 points below standard Decreased -10.9 points</p> <p>504 Students</p>	<p>English Learners</p> <p>Red</p> <p>136.8 points below standard Decreased Significantly -17.3 points</p> <p>104 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>144.8 points below standard Decreased Significantly -19.2 points</p> <p>27 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>108.1 points below standard Decreased -9.6 points</p> <p>376 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>188.5 points below standard Decreased Significantly -40 points</p> <p>104 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 140.9 points below standard Increased +7.4 points 42 Students	Less than 11 Students 6 Students	113.4 points below standard Decreased Significantly - 48.8 points 30 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 111.6 points below standard Decreased -8.5 points 159 Students	 Yellow 79.9 points below standard Increased +11.1 points 44 Students	Less than 11 Students 5 Students	 Orange 79.6 points below standard Decreased -11 points 214 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
174.1 points below standard Decreased Significantly -21.3 points 51 Students	105.4 points below standard Decreased Significantly -26.8 points 54 Students	93.9 points below standard Decreased -7.8 points 365 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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Overall, all students scored 96.1 points below standard, a significant decrease from the previous year by 10.9 points. Looking at our lowest-performing student groups compared to our all students, English learners scored 136.8 points below the standard, a significant decrease of 17.3 from the previous year; socioeconomically disadvantaged students also decreased by 108.1 from the previous year, 9.6 points, and students with disabilities scored 188.5 points below standard, 40 points below the previous year. All of these subgroups are scoring red on the data dashboard. Our Hispanic students scored 111.6 points, which decreased by 8.5 points, while our African American students increased 7.4 points scoring 140.9 points below standard.

Compared to previous data, a significant increase in chronic absenteeism and suspension, as well as a lack of student engagement, may have likely contributed to the above results.

Based on this data, we must address Math performance rates. We must look at school-wide, how intervention systems are utilized, and how students are placed into math intervention. We need to use data to drive instruction and build stronger relationships with students to improve outcomes for our lowest-performing student groups. Staff has indicated a need for planning time and professional development to increase student achievement. In addition, supplemental materials and assessments are used to strengthen student success.

School and Student Performance Data

Academic Performance English Learner Progress

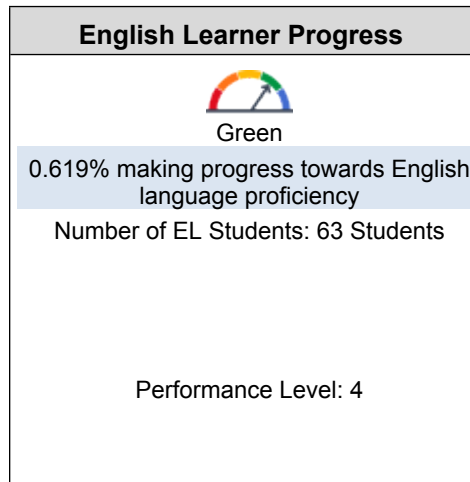
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
0	22	2	37

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

At Will Rogers 37 of 63 progressed at least one ELPI level. 22 maintained and did not progress.

Strengthen our designated ELD courses to explicitly address language acquisition. In addition Will Rogers has had an increase in newcomers.

To increase students' progress, we need to implement training, professional learning, and planning time for teachers. We also need supplemental support for students, translate materials, and tutor—time and planning for teachers to implement EL Achieve curriculum.

School and Student Performance Data

Academic Performance College/Career Report

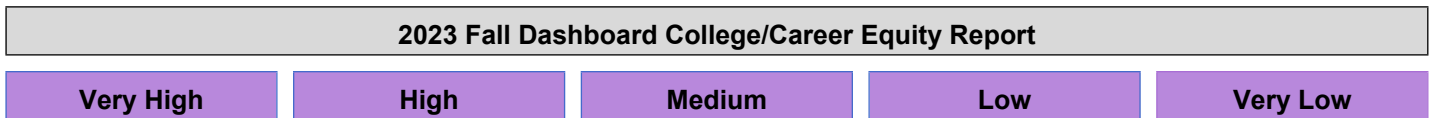
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

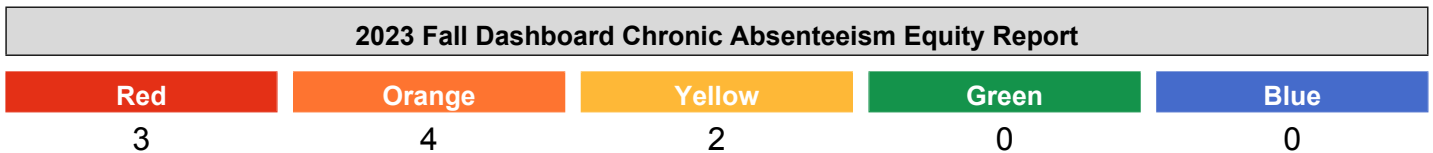
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This section provides number of student groups in each level.



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>All Students</p> <p>Orange</p> <p>43.3% Chronically Absent</p> <p>Declined -2.5</p> <p>647 Students</p>	<p>English Learners</p> <p>Orange</p> <p>34.5% Chronically Absent</p> <p>Declined -2.8</p> <p>110 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p>Homeless</p> <p>Red</p> <p>61.4% Chronically Absent</p> <p>Increased 1.7</p> <p>44 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>46.2% Chronically Absent</p> <p>Declined Significantly -3.8</p> <p>491 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>52.2% Chronically Absent</p> <p>Declined -3.3</p> <p>136 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 52.7% Chronically Absent Declined -6.2 55 Students	Less than 11 Students 6 Students	 Red 36.1% Chronically Absent Increased 4.7 36 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 44.7% Chronically Absent Increased 1.5 199 Students	 Orange 47.3% Chronically Absent Declined -6.5 55 Students	Less than 11 Students 6 Students	 Yellow 40.2% Chronically Absent Declined Significantly -4.5 281 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall, all students were 43.3% chronically absent, decrease by 2.5%. a significant decrease from the previous year by 10.9 points. Looking at our lowest-performing student groups compared to our all students, English learners scored 136.8 points below the standard, a significant decrease of 17.3 from the previous year; socioeconomically disadvantaged students also decreased by 108.1 from the previous year, 9.6 points, and students with disabilities scored 188.5 points below standard, 40 points below the previous year. 61.4% of our Homeless students were chronically absent which was a decrease from the previous year. All of these subgroups are scoring red on the data dashboard. Our Hispanic students scored 111.6 points, which decreased by 8.5 points, while our African American students increased 7.4 points scoring 140.9 points below standard. 36.1% of our Asian students were chronically absent which was an increase from the previous school year.

Lack on intervention supports were in place at start of school year for Homeless, Hispanic, and Asian students at Will Rogers increased absenteeism. The attendance team in Spring 2024 has played an active role in supporting studnets and families.

Based on this data, we must address the chronic absenteeism rate. We will need to look at school-wide how intervention systems are utilized and how students are placed into intervention supported by the School Community Intervention team. (SCIS centrally funded) Attendance intervention team will support targeted groups.

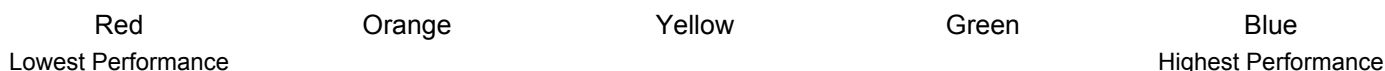
School and Student Performance Data

Academic Engagement Graduation Rate

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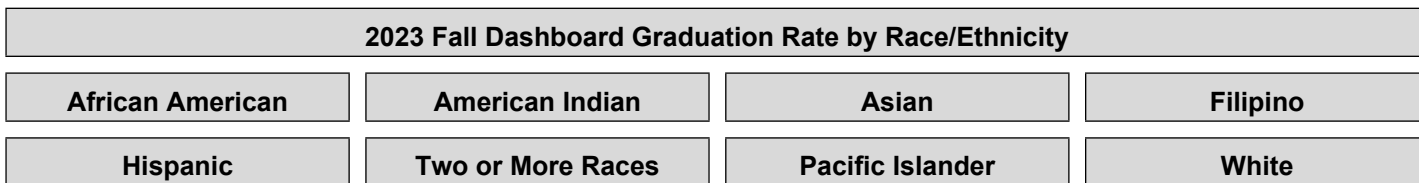
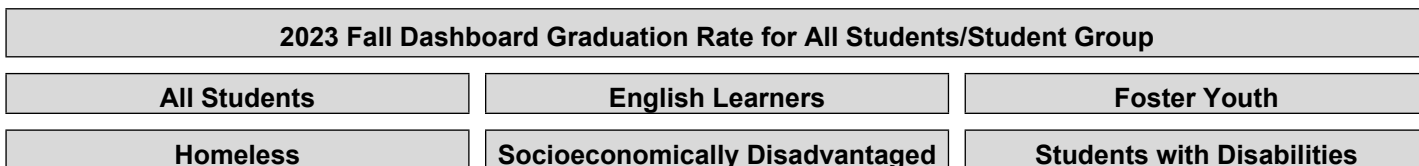
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This section provides number of student groups in each level.



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



Lowest Performing Student Groups:

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School and Student Performance Data

Conditions & Climate Suspension Rate

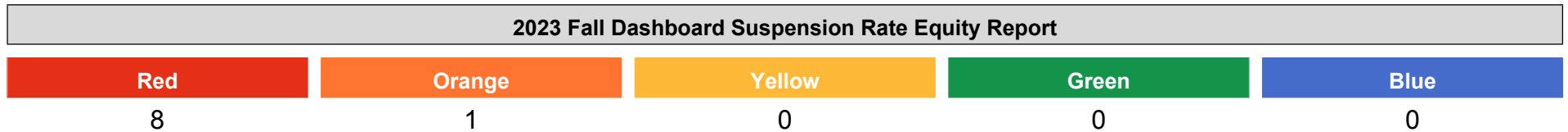
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


All Students


 Red

19.2% suspended at least one day

Increased Significantly 4.6
668 Students

English Learners


 Orange


12.4% suspended at least one day

Declined -1.5
113 Students

Foster Youth

Less than 11 Students
8 Students


Homeless


 Red

34.1% suspended at least one day

Increased 13.5
44 Students


Socioeconomically Disadvantaged


 Red

22.7% suspended at least one day

Increased Significantly 6.6
507 Students






Students with Disabilities


 Red

21.3% suspended at least one day

Increased 3.4
141 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 42.9% suspended at least one day Increased 21.5 56 Students	Less than 11 Students 6 Students	 Red 17.1% suspended at least one day Increased 14.2 41 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 19.5% suspended at least one day Increased 3.3 205 Students	 Red 23.6% suspended at least one day Increased 9.1 55 Students	Less than 11 Students 6 Students	 Red 14.1% suspended at least one day Increased 0.3 290 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

On average, students at Will Rogers has increase suspension rates overall by 4.6%. 14.6 % of all students were suspended at least one day which was a significant increase from the previous school year. We had eight sub-groups that scored significantly low in this area. Those sub-groups were African America, Asian, Hispanic, Homeless, Socioeconomically disadvantaged, Students with Disabilities, students who identified as two or more races, and white students. 34.1% of our homeless students were suspended at least one day which was an increase from the previous school year. 22.7% of our Socioeconomically disadvantaged students were suspended at least one day which was a significant increase from the previous year. 21.3% of our students with disabilities were suspended at least one day which was an increase from the previous school year. 42.9% of our African American students were suspended at least one day which was an increase from the previous year. 17.1% of our Asian students were suspended at least one day which was an increase from the previous school year. 19.5% of our Hispanic students were suspended at least one day which was an increase from the previous school year. 23.6% of our students that identify as two or more races were suspended at least one day which was an increase from the previous school year. 14.1% of our white students were suspended at least one day which was an increase from the previous school year.

All sub groups, except ELL students increased in suspension rates. PBIS team supported students through Tier 2 interventions.

African American students increased significantly by 21.5%. Based on this data, we must address suspension rates. We will need to look at school-wide, how intervention systems are utilized, and how students are suspended, and alternatives. Such as PBIS, restorative practices, and SEL framework.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Data reviewed to monitor progress includes surveys, local assessments, suspension data, attendance records, empathy-gathering sessions, and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. While there was CAASPP testing in 2022-2023, the results from 2023-2024 will be used as a driver for action in planning for the next school year.

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

We found that students who were in intervention for a full year exited their classes with some academic gains, but limited access to electives. In addition schedule conflicts impeded scheduling for students in need of both ELA and Math.

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

Through intervention courses, students have more opportunities for small group or one-on-one interactions for academic and behavioral support. Though data was pulled from the climate survey, students and parents did not feel connected to the school and wanted more reasons to be on campus and more opportunities to celebrate student success. Our ELAC parents shared a need for more tutoring opportunities and teacher communication. We added funds to go towards more academic family events and celebrations.

2023-24

Identified Need

Support instructional processes to increase student achievement, including formative and summative assessment, data analysis, goal-setting, small group instruction, and collaboration on lesson design and delivery. The intervention will also include an Intervention support person, which would consist of things such as Identifying the specific needs of students to support teachers with the implementation of effective instructional strategies, collaborating with teacher teams on lesson design and instruction and student academic interventions, Engaging in discussions on formative and summative assessment, working directly with parents and English Language Learners,

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	62.3 points below standard	+3 scale score points
	English Learners	109.8 points below standard	
	Foster Youth		
	Homeless	100.2 points below standard	
	Socioeconomically Disadvantaged	76.8 points below standard	
	Students with Disabilities	154.2 points below standard	
	African American	93.4 points below standard	
	American Indian		
	Asian	111.6 points below standard	
	Filipino		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic 68.5 points below standard Two or More Races 46.5 points below standard Pacific Islander White 48.8 points below standard	
Math State Assessment: Change in scale score	All Students 96.1 points below standard English Learners 136.8 points below standard Foster Youth Homeless 144.8 points below standard Socioeconomically Disadvantaged 108.1 points below standard Students with Disabilities 188.5 points below standard African American 140.9 points below standard American Indian Asian 113.4 points below standard Filipino Hispanic 111.6 points below standard Two or More Races 79.9 points below standard Pacific Islander White 79.6 points below standard	+3 scale score points
English Language Learner State Assessment:	0.619%	+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	18.02%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Support and promote student-involvement in school centered programs and events (including but not limited to extra curricular, arts, athletics, promotion) with materials and supplies and clerical support that promotes these programs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1000.00 1000.00	School year 2024-25
1.2	Provide release time for grade-level collaboration teams to develop cross-curricular and	All Students X English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation 1000-1999: Certificated	4,772.00 7000.00	School year 2024-25

	interdisciplinary activities. This will increase motivation and engagement and enhance the learning environment for all students.	X Lowest Performing African American, Students with Disabilities	Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries		
1.3	1. Materials and supplies for parent involvement and community events. 2 Utilize parents to increase home/school connectedness in the Rogers Community	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	5112.00	School year 2024-25
1.4	Increase parent involvement and connectedness to school and community. Materials and supplies, including but not limited to snacks and refreshments.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School year 2024-25
1.5	Professional development to focus on -Data	All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	3,000.00 5000.00	School year 2024-25

	<p>driven conversations, research based instructional strategies, student engagement, social emotional, and academic rigor. Conferences, workshops, including release time to support effective instructional practices for engaging students.</p>	<p>Foster Youth X Lowest Performing Hispanic/Latino, Students with Disabilities</p>	<p>1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	<p>3106</p>	
1.6	<p>Provide training and supplemental material specifically for language acquisition.</p>	<p>All Students X English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	<p>5,000</p>	<p>School year 2024-25</p>
1.7	<p>AVID strategies, and supplemental materials to support reclassification</p>	<p>All Students X English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation</p>	<p>5,000</p>	<p>School year 2024-25</p>

			4000-4999: Books And Supplies		
1.8	Culturally relevant current text and materials, library and media technology to support instruction and address student needs. Supplement technology to support digital literacy and decrease the digital divide.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,000	School year 2024-25
1.9	Implement (1) section, .2 FTE Math Support Grade level support. Intense, general education support. PC 36147	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	21,641 9,029	School year 2024-25

1.10	.2 Reading/Writing intervention PC 34135	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	22,566 10,489	School year 2024- 25
1.11	Writing conferences. Three times a year, Teachers will spend one day collaborating with peers to calibrate and one day pulling students from class.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	7,000	School year 2024- 25
1.12	2 Instructional assistants to allow for targeted intervention and support. PC 38341 & 38182	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation	44,986 28,601	School year 2024- 25

			3000-3999: Employee Benefits		
1.13	Intervention Teacher for push- in or pull out to support student academic success and increased attendance. .50 FTE PC 35897 and adding 34136	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	73000	School year 2024- 25

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Data reviewed by attendance team to monitor progress attendance records, empathy-gathering sessions, and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward.

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

At the start of 2023-2024 school year, Will Rogers ICT and Records clerk made frequent calls to families who did not show up for the start of school. This contributed to an improvement of students returning to school within the first couple of days. The Will Rogers Attendance Review Team met with the district Attendance Improvement Program (AIP) to create goals surrounding improved attendance as well as plans to support students and families with chronic absenteeism. Monitoring attendance did not provide comprehensive information. We had to drill down the information to see what target areas had room for growth, like tardies vs. cuts.

We also spent more time looking at which groups, as the ATSI were in more need of attendance intervention. Having our attendance clerk work an additional hour each day was crucial to keeping up with the communication and the needs of parents. PBIS collaborated partially during banking minutes Thursdays and one paid meeting a month. This proved to not be enough time for the team to fully collaborate and complete tasks.

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

In spring of 2024 the Attendance team increased interventions through meetings with families, home visits, and habitual truancy conferences. The team increase positive daily attendance by 3%.

2023-24

Identified Need

Will Rogers will increase our student attendance rate by 3% (up from 91%) by utilizing data driven student interventions. Steps will include improving communication with families, and utilizing intervention attendance team and grade level teams.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	43.3% Chronically Absent
	English Learners	34.5% Chronically Absent
	Foster Youth	
	Homeless	61.4% Chronically Absent
	Socioeconomically Disadvantaged	46.2% Chronically Absent
	Students with Disabilities	52.2% Chronically Absent
	African American	52.7% Chronically Absent
	American Indian	
	Asian	36.1% Chronically Absent
	Filipino	
		-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic 44.7% Chronically Absent Two or More Races 47.3% Chronically Absent Pacific Islander White 40.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	89.20%	92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0.23%	0.12%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	<p>Attendance team will create positive incentive activities to increase attendance.</p> <p>Materials and supplies for staff to support student academic, socio-emotional, and attendance success.</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS,Homeless, SWD</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>1,000 500</p>	School year 2024-25
2.2	<p>Develop and support patterns of regular attendance for all students. Increase Attendance. An additional hour added to the Attendance clerks time to support attendance improvement.</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS,Homeless, SWD</p>	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries</p>	3500	School year 2024-25

2.3	Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	School year 2024-25
2.4	Provide experiences, including field trips for students. Includes transportation and fees.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS,Homeless, SWD	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	School year 2024-25
2.5	Enhance family/community by engaging in interactive activities and learning experiences through family/community events.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5500	School year 2024-25

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Data reviewed by intervention team to monitor suspension rates, empathy-gathering sessions, and re-entry meetings. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward.

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

Intervention team consist of Counselors, Social Worker, School Psychologist, Administrators, SCIA, SCIS, and community partners meetings weekly. Team reviews data, intervention offerings, student specific concerns, and next steps to support student success.

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

Given the data from fall 2024 for suspensions identifying AA, HIS, Homeless, and SED continues to increase for specific incidents an intervention team was created to review data. Alternatives to suspension were put into place to support student behaviors. Groups and clubs to support student connectedness to Will Rogers. PBIS also utilizing SWIS data for major and minor referrals to provide opportunities for staff input.

2023-24

Identified Need

Will Rogers will decrease the overall suspension rate by 2% (from 8%). Steps will include creating a discipline matrix, a proactive approach to student behaviors, and sitewide training in culturally responsive and restorative practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	19.2% suspended at least one day
	English Learners	12.4% suspended at least one day
	Foster Youth	
	Homeless	34.1% suspended at least one day
	Socioeconomically Disadvantaged	22.7% suspended at least one day
	Students with Disabilities	21.3% suspended at least one day
	African American	42.9% suspended at least one day
	American Indian	
	Asian	17.1% suspended at least one day
	Filipino	
	Hispanic	19.5% suspended at least one day
	Two or More Races	23.6% suspended at least one day
Pacific Islander		
		-0.3%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	14.1% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	100%		75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	100%		75%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		25%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	PBIS team collaboration	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	15,000	School year 2024-25

3.2	Provide training for Leadership and WEB to help promote and support student connectedness, school culture, and climate.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS, AS, HM, SWD, ToM, White	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	School year 2024-25
3.3	SEL Curriculum: Provide social emotional learning for students struggling socially and behaviorally in order to create a safe and healthy learning environment.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	School year 2024-25
3.4	.4 Intervention. A teacher will work with intervention classes to provide extra support PC 36090	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS, SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	46,217 21,251	School year 2024-25

3.5	0.4 staffing to support CTE programs and hands on learning through Art	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	56754	School year 2024-25
3.6	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor PC 3586	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	60,448	School year 2024-25

3.7	Increase parent involvement and connectedness to school and community. Materials and supplies, including but not limited to snacks and refreshments.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	School year 2024-25
3.8		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
Provide explicit language development instruction base on language proficiency levels.	August 2024 - June 2025	ELD teacher	1000-1999: Certificated Personnel Salaries	
Provide primary language support in core content classes outside of ELD.	August 2024 - June 2025	BIA - Russian/Ukrainian	2000-2999: Classified Personnel Salaries	
Provide students with math instruction	August 2024-- June 2025	Math Teacher	1000-1999: Certificated Personnel Salaries	

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
Support students, families, and learning environments. Support passing periods, lunch, and before/after school dismissal Student support can look like (but not limited to): Conflict Mediation, Attendance intervention,	August 2024-June 2025	School Community Intervention Specialist	2000-2999: Classified Personnel Salaries	

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional high, middle school and K-8 school counseling services for parents and students in education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	August 2024-August 2025	Counselor	1000-1999: Certificated Personnel Salaries		
Provide additional support and resources to families. 1.0 School Social Worker	August 2024-2025	Social Worker	1000-1999: Certificated Personnel Salaries		

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	\$431,112.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$502,472.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$71,360.00
Title I Part A Parent Involvement	\$5,112.00
Title I Part A Site Allocation	\$426,000.00

Subtotal of state or local funds included for this school: \$502,472.00

Total of federal, state, and/or local funds for this school: \$502,472.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	71,360	0.00
Title I Part A Site Allocation	426,000	0.00
Title I Part A Parent Involvement	5,112	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	71,360.00
Title I Part A Parent Involvement	5,112.00
Title I Part A Site Allocation	426,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	322,398.00
2000-2999: Classified Personnel Salaries	49,486.00
3000-3999: Employee Benefits	69,370.00
4000-4999: Books And Supplies	37,612.00
5000-5999: Services And Other Operating Expenditures	18,606.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	63,754.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,106.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	5,112.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	258,644.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	48,486.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	69,370.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	29,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	264,302.00
Goal 2	25,500.00
Goal 3	212,670.00

School Site Council Membership

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

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

Name of Members	Role
Vanessa Adolphson	Principal
Haley Zerr	Classroom Teacher
Phillip Jackson	Classroom Teacher
Andrea McMahon	Classroom Teacher
Traci Kaiser	Classroom Teacher
Rachel Gardner	Other School Staff
Riaynette Rizzo	Parent or Community Member
Kristen Marshall	Parent or Community Member
8th Grade Student	Secondary Student
8th Grade Student	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

on file

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 May 21st, 2024.

Attested:

on file

Principal, Vanessa Adolfson on 05/21/24

on file

SSC Chairperson, Lillian Martinez on 05/21/24

Budget By Expenditures

Will Rogers Middle School

Funding Source: LCFF Supplemental Site Allocation **\$71,360.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$1,000.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>

Will Rogers Middle School

1000-1999: Certificated
Personnel Salaries

\$7,000.00

Connected School
Communities

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Will Rogers Middle School

5000-5999: Services And Other Operating Expenditures	\$3,106.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.</p> <p>Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>
4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth	
0.4 staffing to support CTE programs and hands on learning through Art	1000-1999: Certificated Personnel Salaries	\$56,754.00	Engaging Academics
Increase parent involvement and connectedness to school and community. Materials and supplies, including but not limited to snacks and refreshments.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academics
	4000-4999: Books And Supplies	\$2,500.00	Clear Pathways to Bright Futures

Will Rogers Middle School

LCFF Supplemental Site Allocation Total Expenditures: \$73,860.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$5,112.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1. Materials and supplies for parent involvement and community events. 2 Utilize parents to increase home/school connectedness in the Rogers Community	4000-4999: Books And Supplies	\$5,112.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>

Title I Part A Parent Involvement Total Expenditures: \$5,112.00

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

Will Rogers Middle School

Funding Source: Title I Part A Site Allocation

\$426,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>Professional development to focus on - Data driven conversations, research based instructional strategies, student engagement, social emotional, and academic rigor. Conferences, workshops, including release time to support effective instructional practices for engaging students.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$3,000.00</p>	<p>Connected School Communities</p>	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>

Will Rogers Middle School

Provide training and supplemental material specifically for language acquisition.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community.</p> <p>Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>
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Will Rogers Middle School

AVID strategies, and supplemental materials to support reclassification

4000-4999: Books And Supplies

\$5,000.00

Connected School Communities

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Will Rogers Middle School

Culturally relevant current text and materials, library and media technology to support instruction and address student needs. Supplement technology to support digital literacy and decrease the digital divide.

4000-4999: Books And Supplies

\$7,000.00

Connected School Communities

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Will Rogers Middle School

Implement (1) section, .2 FTE Math Support Grade level support. Intense, general education support.
PC 36147

1000-1999: Certificated Personnel Salaries

\$21,641.00

Connected School Communities

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Will Rogers Middle School

.2 Reading/Writing intervention
PC 34135

1000-1999: Certificated
Personnel Salaries

\$22,566.00

Connected School
Communities

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Will Rogers Middle School

5800:
Professional/Consulting
Services And Operating
Expenditures

\$5,000.00

Connected School
Communities

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Will Rogers Middle School

3000-3999: Employee
Benefits

\$9,029.00

Connected School
Communities

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Will Rogers Middle School

3000-3999: Employee Benefits	\$10,489.00	Connected School Communities	<p>Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school.</p> <p>Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards.</p> <p>In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening.</p> <p>We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.</p>
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PBIS team collaboration	1000-1999: Certificated Personnel Salaries	\$15,000.00	Engaging Academics
Provide training for Leadership and WEB to help promote and support student connectedness, school culture, and climate.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academics
SEL Curriculum: Provide social emotional learning for students struggling socially and behaviorally in order to create a safe and healthy learning environment.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academics
.4 Intervention. A teacher will work with intervention classes to provide extra support PC 36090	1000-1999: Certificated Personnel Salaries	\$46,217.00	Engaging Academics

Will Rogers Middle School

Attendance team will create positive incentive activities to increase attendance.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Materials and supplies for staff to support student academic, socio-emotional, and attendance success.			
Develop and support patterns of regular attendance for all students. Increase Attendance. An additional hour added to the Attendance clerks time to support attendance improvement.	2000-2999: Classified Personnel Salaries	\$3,500.00	Healthy Environments for Socio-Emotional Growth
Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students.	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Socio-Emotional Growth
Provide experiences, including field trips for students. Includes transportation and fees.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Healthy Environments for Socio-Emotional Growth
Enhance family/community by engaging in interactive activities and learning experiences through family/community events.	5000-5999: Services And Other Operating Expenditures	\$5,500.00	Healthy Environments for Socio-Emotional Growth

Will Rogers Middle School

Writing conferences. Three times a year, Teachers will spend one day collaborating with peers to calibrate and one day pulling students from class.

1000-1999: Certificated
Personnel Salaries

\$7,000.00

Connected School
Communities

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Will Rogers Middle School

2 Instructional assistants to allow for targeted intervention and support.
PC 38341 & 38182

2000-2999: Classified
Personnel Salaries

\$44,986.00

Connected School
Communities

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Will Rogers Middle School

Intervention Teacher for push-in or pull out to support student academic success and increased attendance.
.50 FTE
PC 35897 and adding 34136

1000-1999: Certificated
Personnel Salaries

\$73,000.00

Connected School
Communities

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Will Rogers Middle School

3000-3999: Employee Benefits

\$28,601.00

Connected School Communities

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3000-3999: Employee Benefits

\$21,251.00

Engaging Academics

Monetary supports for field trips

5000-5999: Services And Other Operating Expenditures

\$15,000.00

Clear Pathways to Bright Futures

Purchase materials to support hands on activities for Art, Bike repair and small engine classes.

4000-4999: Books And Supplies

\$1,000.00

Clear Pathways to Bright Futures

Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor PC 3586

1000-1999: Certificated Personnel Salaries

\$60,448.00

Engaging Academics

Will Rogers Middle School

Support and promote student-involvement in school centered programs and events (including but not limited to extra curricular, arts, athletics, promotion) with materials and supplies and clerical support that promotes these programs

4000-4999: Books And Supplies

\$1,000.00

Connected School Communities

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Will Rogers Middle School

Provide release time for grade-level collaboration teams to develop cross-curricular and interdisciplinary activities. This will increase motivation and engagement and enhance the learning environment for all students.

1000-1999: Certificated Personnel Salaries

\$4,772.00

Connected School Communities

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Title I Part A Site Allocation Total Expenditures: \$442,000.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Will Rogers Middle School Total Expenditures: \$520,972.00