



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 20th, 2025	June 24,2025

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 according 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:

Homeless – chronic absenteeism

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:

2024-2025 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 26%

ELA proficiency rates for 7th grade at or above grade level was 28%

ELA proficiency rates for 8th grade at or above grade level was 27%

2023-2024 ATSI iReady ELA

Overall proficiency rates for Homeless was 9%

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 21%

Math proficiency rates for 7th grade at or above grade level 18%

Math proficiency rates for 8th grade at or above grade level 17%

2023-2024 ATSI iReady Math

Overall proficiency rates for the Homeless was 7%

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 among Homeless students. The above data was shared with teachers and SSC members throughout the school year.

2024-25 Attendance Data YTD: Attendance Rate 91.22%

ATSI subgroup data is as follows: Homeless at

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

2024-2025 Suspension Data YTD: Suspension Rate August 2024-April 2025: 3% overall.

ATSI subgroup data is as follows: Homeless 4.1%

Positive Behavioral Interventions and Supports 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)			25	50.7%		18.52%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
581	69.9%	17.6%	0.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	17.6%
Foster Youth	1	0.2%
Homeless	34	5.9%
Socioeconomically Disadvantaged	406	69.9%
Students with Disabilities	116	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	6.9%
American Indian	3	0.5%
Asian	28	4.8%
Filipino	8	1.4%
Hispanic	184	31.7%
Two or More Races	62	10.7%
Pacific Islander	3	0.5%
White	253	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.”



2024 Fall Dashboard Overall Performance for All Students

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

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>41.2 points below standard</div> <div>Increased 21.1 points</div> <div>499 Students</div>	<div>English Learners</div> <div> Orange</div> <div>88.8 points below standard</div> <div>Increased 20.9 points</div> <div>125 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>130.1 points below standard</div> <div>Increased 11.1 points</div> <div>24 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>143.9 points below standard</div> <div>Declined 43.7 points</div> <div>29 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>50.5 points below standard</div> <div>Increased 26.3 points</div> <div>376 Students</div>

Students with Disabilities  Orange 107.6 points below standard Increased 46.6 points 101 Students	African American  Orange 71.5 points below standard Increased 21.9 points 32 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 66.8 points below standard Increased 44.9 points 25 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Yellow 50.9 points below standard Increased 17.6 points 164 Students
Two or More Races  Yellow 41.3 points below standard Increased 5.1 points 53 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Yellow 29.8 points below standard Increased 19.0 points 215 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.

Based on our Dashboard data and staff input, the student groups performing at the lowest levels compared to the overall school population are African American/Black students, English Learners, and Students with Disabilities. Each of these groups is currently performing at the Orange level on the California School Dashboard, indicating significant areas of need.

English learners scored 88.8 points below standard which was an increase of 20.9 points from the previous year. Students with Disabilities scored 107.6 points below standard which was an increase of 46.6 points from the previous year.

African American students scored 71.5 points below standard which was an increase of 21.9 points from the previous year.

In comparison to all students who scored 41.2 points below standard which was an increase of 21.2 points from the previous year.

Staff have also observed persistent academic and engagement challenges among these students, which align with the performance data. These groups will be a primary focus for targeted interventions and supports in our site plan in order to close achievement gaps and improve outcomes schoolwide.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, several factors may have contributed to the performance outcomes of our lowest-performing student groups. English Learners often face challenges due to the average seven-year timeline required to acquire

academic language, and the school has fewer designated EL classes to meet their growing needs. The increasing English Learner population also placed additional demands on available resources. Attendance issues across multiple student groups, particularly among African American and English Learner students, may have negatively influenced performance. However, efforts to reduce absenteeism did have some positive effects. Additionally, the presence of teachers and IAs who speak students' home languages has been a strength, and reiterating the importance of cultural and linguistic responsiveness remains a priority.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest-performing student groups, we need to expand targeted interventions and supports. This includes offering more English interventions and increasing the number of designated ELD classes, such as those provided through the Ambler program. Tutoring opportunities during lunch and after school would provide students with additional time and assistance to master content. We also aim to increase support classes that specifically target students needing academic intervention. Continuing to provide engaging lessons, implementing schoolwide writing strategies like ACES, and promoting cross-curricular connections will support overall academic growth. Expanding course offerings and ensuring more inclusive class options will better meet students' diverse needs. Increasing parental engagement, including through events and consistent communication, remains a priority.

School and Student Performance Data

Academic Performance Mathematics

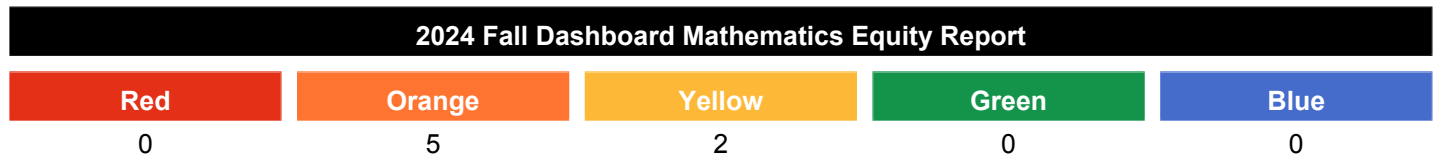
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>84.7 points below standard</div> <div>Increased 11.4 points</div> <div>510 Students</div>	<div>English Learners</div> <div> Orange</div> <div>116.6 points below standard</div> <div>Increased 20.1 points</div> <div>139 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>168.3 points below standard</div> <div>Increased 3.9 points</div> <div>24 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>192.5 points below standard</div> <div>Declined 47.7 points</div> <div>29 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>93.1 points below standard</div> <div>Increased 15.1 points</div> <div>387 Students</div>

Students with Disabilities  Orange 154.6 points below standard Increased 33.9 points 100 Students	African American  Orange 131.1 points below standard Increased 9.8 points 33 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 93.2 points below standard Increased 20.2 points 25 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Orange 100.6 points below standard Increased 11.1 points 165 Students
Two or More Races  Orange 81.4 points below standard Maintained 1.5 points 52 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Yellow 67.2 points below standard Increased 12.4 points 225 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.

Based on the 2024 California School Dashboard indicators and staff reflections, the following student groups are performing at the lowest levels in mathematics:

English Learners scored 116.6 points below standard (Orange).

Students with Disabilities scored 154.6 points below standard (Orange).

African American students scored 131.1 points below standard (Orange).

Hispanic/Latino students scored 100.6 points below standard (Orange).

Students identifying as Two or More Races scored 81.4 points below standard (Orange).

In comparison, the overall student average was 84.7 points below standard (Yellow).

These persistent gaps in performance highlight the need for focused, data-driven interventions and increased instructional support for these groups.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Last year, inconsistent access to targeted math interventions and limited differentiation contributed to achievement gaps, particularly for English Learners, Students with Disabilities, and African American students. Many students struggled with foundational math skills and low engagement, while chronic absenteeism further impacted learning continuity. A lack of professional development in culturally responsive and inclusive math instruction also played a role.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve math outcomes for the lowest-performing student groups, schools need math intervention staff, targeted Tier 2 and Tier 3 support, and adaptive learning programs that reinforce foundational skills. Scaffolded materials, culturally relevant tasks, and SEL supports can help boost engagement and confidence. Professional development in differentiation, inclusive practices, and data-driven instruction is also essential to address diverse student needs effectively.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
61.8% making progress.	58.8% making progress.
Number Students: 68 Students	Number Students: 17 Students

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.

2024 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
2.9%	35.3%	5.9%	54.4%

Lowest Performing Group:

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

54.4% of English Learners progressed at least one ELPI level, demonstrating strong upward movement in language acquisition for over half of the EL student population. 35.3% of students maintained lower ELPI levels (1, 2L, 2H, 3L, 3H) – a significant portion of EL students are not making adequate progress toward reclassification. Additionally, only 5.9% maintained ELPI Level 4, indicating a need to better support high-performing ELs in sustaining proficiency.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

In 2023–24, inconsistent designated ELD instruction and limited use of progress-monitoring tools made it challenging to provide targeted language support, especially for students at lower ELPI levels and Long-Term English Learners. Additionally, gaps in teacher training, limited integration of language supports in content classes, and low parent engagement contributed to slower progress for some students. Social-emotional factors and attendance issues also played a role in hindering academic growth.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To support the lowest-performing English Learners, school needs targeted ELD intervention programs, and professional development on integrated ELD strategies. Supplemental materials like scaffolding tools and digital language platforms can enhance instruction. Parent workshops and structured support for LTELs will further strengthen language development and reclassification readiness.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>34.8% Chronically Absent</div> <div>Declined 8.5</div> <div>632 Students</div>	<div>English Learners</div> <div> Orange</div> <div>29.8% Chronically Absent</div> <div>Declined 4.8</div> <div>131 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>34.5% Chronically Absent</div> <div>Declined 0.8</div> <div>29 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> Red</div> <div>64.6% Chronically Absent</div> <div>Increased 3.2</div> <div>48 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>37% Chronically Absent</div> <div>Declined 9.2</div> <div>486 Students</div>

Students with Disabilities  Orange 41.3% Chronically Absent Declined 10.9 121 Students	African American  Orange 45.2% Chronically Absent Declined 7.5 42 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Orange 23.5% Chronically Absent Declined 12.6 34 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Yellow 36.9% Chronically Absent Declined 7.8 206 Students
Two or More Races  Orange 32.8% Chronically Absent Declined 14.5 64 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Yellow 32.8% Chronically Absent Declined 7.4 271 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.

In 2024, 34.8% of all students were chronically absent, with the highest rates among homeless students (64.6%), students with disabilities (41.3%), African American students (45.2%), and socioeconomically disadvantaged students (37%). While most groups showed improvement, chronic absenteeism remains a significant concern, particularly for homeless youth whose rate increased. Contributing factors include housing instability, transportation barriers, limited family engagement, and inconsistent early intervention. To improve outcomes, the school needs dedicated attendance support staff, tiered intervention systems, family outreach programs, incentive resources, and partnerships with community services.

Homeless students remain the most impacted, with 64.6% chronically absent and an increase from the prior year.

Other student groups (SWD, African American, ELs) also remain above 30%, significantly higher than desired.

All Students: Yellow – 34.8% chronically absent, declined by 8.5 points.

Homeless Students: Red – 64.6% chronically absent, increased by 3.2 points.

Students with Disabilities: Orange – 41.3%, declined by 10.9 points.

African American Students: Orange – 45.2%, declined by 7.5 points.

Socioeconomically Disadvantaged: Yellow – 37%, declined by 9.2 points.

English Learners: Orange – 29.8%, declined by 4.8 points.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, chronic absenteeism was impacted by ongoing challenges such as housing instability, lack of reliable transportation, and health or mental wellness concerns, particularly for our most vulnerable students. While some strategies were implemented, there were inconsistencies in early identification, follow-up, and family outreach. Additionally, some students lacked a strong sense of connection to school, which affected their motivation to attend regularly.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve chronic absenteeism among the lowest-performing student groups, schools need a dedicated attendance liaison or family engagement specialist, as well as consistent Tier 1 and Tier 2 attendance intervention systems. Programs such as mentorship, home visits, and check-ins can build stronger connections with students and families. Additional resources include transportation support, attendance incentives, real-time monitoring tools, and partnerships with community agencies that provide housing, counseling, and healthcare services.

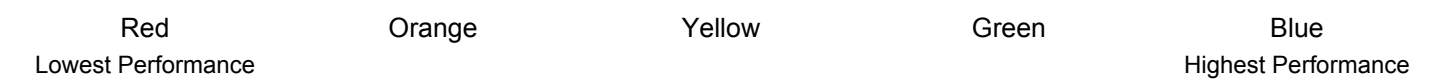
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.”



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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

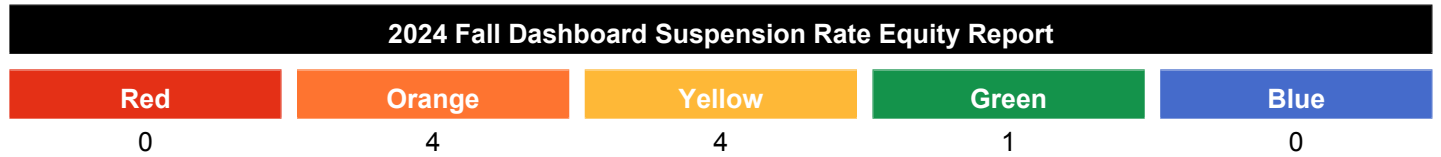
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>12.9% suspended at least one day</div> <div>Declined 6.3%</div> <div>653 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>9.7% suspended at least one day</div> <div>Declined 2.7%</div> <div>134 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>13.8% suspended at least one day</div> <div>Declined 6.8%</div> <div>29 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>Orange</div> <div>21.6% suspended at least one day</div> <div>Declined 12.5%</div> <div>51 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>14.2% suspended at least one day</div> <div>Declined 8.5%</div> <div>500 Students</div>

Students with Disabilities  Orange 13.7% suspended at least one day Declined 7.6% 124 Students	African American  Orange 34.1% suspended at least one day Declined 8.8% 44 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Green 5.7% suspended at least one day Declined 11.4% 35 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Yellow 11.4% suspended at least one day Declined 8.1% 211 Students
Two or More Races  Orange 15.4% suspended at least one day Declined 8.3% 65 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Yellow 11% suspended at least one day Declined 3.2% 283 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.

All Students: Yellow – 12.9% suspended, declined by 6.3%.

African American Students: Orange – 34.1% suspended, declined by 8.8%.

Homeless Students: Orange – 21.6% suspended, declined by 12.5%.

Students with Disabilities: Orange – 13.7% suspended, declined by 7.6%.

Two or More Races: Orange – 15.4% suspended, declined by 8.3%.

English Learners, Hispanic, White, and Socioeconomically Disadvantaged Students: All Yellow, with suspension rates between 9.7% and 14.2%.

Lowest Performing Groups:

The highest suspension rates were seen among African American (34.1%), Homeless (21.6%), and Students with Disabilities (13.7%) — all in the Orange performance level, signaling continued disproportionate discipline

By June 2026, reduce the overall suspension rate to under 10%, and decrease suspension rates for African American and homeless students by at least 10 percentage points, moving them out of the Orange performance level.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

In 2024, 12.9% of students were suspended at least once, with the highest rates among African American students (34.1%), homeless students (21.6%), and students with disabilities (13.7%). While all groups showed a decline in suspension rates, these three subgroups remain in the Orange performance level, indicating continued

disproportionality in disciplinary outcomes. Contributing factors include inconsistent implementation of PBIS and restorative practices, limited access to early behavior interventions, and a need for culturally responsive approaches. To address this, schools need additional behavioral support staff, expanded SEL and restorative programs, and professional development in trauma-informed and equitable discipline practices.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve behavior outcomes and address disproportionality among our lowest-performing student groups, we need to invest in ongoing staff training—particularly in areas such as de-escalation strategies, cultural responsiveness, and trauma-informed practices. These trainings will help staff respond to student behavior with greater empathy and consistency. Additional support personnel, such as behavior specialists or counselors, could also assist in addressing student needs more proactively. Providing materials and resources to strengthen our PBIS program, along with continued parent engagement efforts, will further reinforce a positive and inclusive school climate. Reduce suspension rates through restorative practices, consistent behavior interventions, and culturally responsive supports to create a safer and more inclusive school environment.

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: 2024-25

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 the previous year, the results from 2024-2025 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.

2025-26

Identified Need

To improve outcomes for our lowest-performing student groups, we need to expand targeted interventions and supports. This includes offering more English interventions and increasing the number of designated ELD classes, such as those provided through the Ambler program. Tutoring opportunities during lunch and after school would provide students with additional time and assistance to master content. We also aim to increase support classes that specifically target students needing academic intervention. Continuing to provide engaging lessons, implementing schoolwide writing strategies like ACES, and promoting cross-curricular connections will support overall academic growth. Expanding course offerings and ensuring more inclusive class options will better meet students' diverse needs. Increasing parental engagement, including through events and consistent communication, remains a priority.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	41.2 points below standard	+3 scale score points
	English Learners	88.8 points below standard	
	Foster Youth		
	Homeless	143.9 points below standard	
	Socioeconomically Disadvantaged	50.5 points below standard	
	Students with Disabilities	107.6 points below standard	
	African American	71.5 points below standard	
	American Indian		
	Asian	66.8 points below standard	
	Filipino		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Hispanic	50.9 points below standard	
	Two or More Races	41.3 points below standard	
	Pacific Islander		
	White	29.8 points below standard	
Math State Assessment: Change in scale score	All Students	84.7 points below standard	+3 scale score points
	English Learners	116.6 points below standard	
	Foster Youth		
	Homeless	192.5 points below standard	
	Socioeconomically Disadvantaged	93.1 points below standard	
	Students with Disabilities	154.6 points below standard	
	African American	131.1 points below standard	
	American Indian		
	Asian	93.2 points below standard	
	Filipino		
	Hispanic	100.6 points below standard	
	Two or More Races	81.4 points below standard	
	Pacific Islander		
	White	67.2 points below standard	
English Language Learner State Assessment:	61.8%		+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	18.52%	+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	Provide resources—including supplemental materials, supplies, and classified support—to enhance student participation in extracurricular programs, the arts, athletics, and school events such as promotion and recognition activities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3008.00 1000.00	School year 2025-26
1.2	Allocate release time for grade-level teams to collaboratively	All Students X English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	3772.00 5000.00	School year 2025-26

	design cross-curricular and interdisciplinary learning experiences that foster student engagement, deepen understanding, and support a more dynamic and connected learning environment for all students.	X Lowest Performing African American, Students with Disabilities	1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries		
1.3	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	2000.00	School year 2025-26
1.4	Provide professional development opportunities—including conferences, workshops, and release time—centered on data-informed dialogue,	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	2200.00 5000.00 3739.00	School year 2025-26

	evidence-based instructional strategies, student engagement, and the integration of social-emotional learning with academic rigor to strengthen instructional effectiveness.		5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.5	Increase academic achievement in English Language Arts and Mathematics for students performing below grade level through targeted after-school tutoring support.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic/Latino, Students with Disabilities	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,896.00 4000.00	School year 2025-26
1.6	Strengthen instructional practices schoolwide by providing professional development on	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000.00 2000.00	School year 2025-26

	AVID strategies and access to supplemental materials that promote college and career readiness, critical thinking, organization, and student engagement.		Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries		
1.7	Provide culturally relevant and contemporary texts, library resources, and media technology to enrich instruction and reflect the diverse backgrounds of our students. Supplement instructional technology to enhance digital literacy and reduce the digital divide, ensuring equitable access to learning tools for all students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	20924.00	School year 2025-26
1.8	Support student connectedness, equity, and participation in physical	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	5813.00	School year 2025-26

	education by purchasing and providing PE uniforms for students in need.		4000-4999: Books And Supplies		
1.9	Improve student writing proficiency through structured writing conferences. Teachers will participate in three writing calibration days per year and conduct three student writing conference days, pulling students for targeted feedback and support.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2600.00	School year 2025-26
1.10	Promote effective school-to-home communication and support student organization by purchasing and distributing school agendas to all students.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000.00	School year 2025-26

1.11	Implement (1) section, .2 FTE Math Support Grade level support. Intense, general education intervention. PC#36147	X All Students X English Learners X 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	16,900 7,826	School year 2025-26
1.12	0.2 Reading/Writing intervention PC 34135	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	21,200 11,028	School year 2025-26
1.13	ELA Instructional assistant to allow for targeted intervention and support. PC 38341	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	23,782 9,950	School year 2025-26

			Title I Part A Site Allocation 3000-3999: Employee Benefits		
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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: 2024-25

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 2024-2025 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's 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, as well as our school community intervention specialist.

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

In spring of 2025 the Attendance team increased interventions through meetings with families, home visits, and habitual truancy conferences. The team increase positive daily attendance by 3%.

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	34.8% Chronically Absent	-0.5%
	English Learners	29.8% Chronically Absent	
	Foster Youth		
	Homeless	64.6% Chronically Absent	
	Socioeconomically Disadvantaged	37% Chronically Absent	
	Students with Disabilities	41.3% Chronically Absent	
	African American	45.2% Chronically Absent	
	American Indian		
	Asian	23.5% Chronically Absent	
	Filipino		
	Hispanic	36.9% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<p>Two or More Races 32.8% Chronically Absent</p> <p>Pacific Islander</p> <p>White 32.8% Chronically Absent</p>	
Attendance: Percentage of the school year attended for students in TK-12	90.4%	92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	0.12%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic</p> <p>Two or More Races</p> <p>Pacific Islander</p>	.

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	Attendance incentive program, through the Attendance Celebrations Committee, to help increase student attendance. Materials and supplies for staff to support student academic, socio-emotional, and attendance success.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS, Homeless, SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2025-26
2.2	Develop and support patterns of regular attendance for all students. Increase Attendance. An additional hour added to the Attendance clerks time to support attendance improvement.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS, Homeless, SWD	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3500	School year 2025-26

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 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3000 2,000	School year 2025-26
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	25,500	School year 2025-26
2.5	Implement a School Community Intervention Specialist position to address chronic absenteeism.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless, SWD	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	43,007 36,008	School year 2025-26

	PC39936		Title I Part A Site Allocation 3000-3999: Employee Benefits		
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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: 2024-25

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, 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 2025 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.

2025-26

Identified Need

Will Rogers will decrease the overall suspension rate by 2%. 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 2024-25		Expected Outcome 2025-26
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	12.9% suspended at least one day	-0.3%
	English Learners	9.7% suspended at least one day	
	Foster Youth		
	Homeless	21.6% suspended at least one day	
	Socioeconomically Disadvantaged	14.2% suspended at least one day	
	Students with Disabilities	13.7% suspended at least one day	
	African American	34.1% suspended at least one day	
	American Indian		
	Asian	5.7% suspended at least one day	
	Filipino		
	Hispanic	11.4% suspended at least one day	
	Two or More Races	15.4% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	11% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	45.8%		75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	55.6%		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).	1.2%		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	Staff collaboration by providing resources and compensation for educators to work together in analyzing data, planning targeted interventions, and improving instructional practices. These collaborative	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5000-5999: Services And	10,000 3,000	School year 2025-26

	efforts help ensure all students, especially those most at risk, receive the support they need to succeed. Funds may also be used for professional development and team-based strategies that promote equity and academic growth.		Other Operating Expenditures		
3.2	Provide training for student leadership groups, including WEB (Where Everybody Belongs), to strengthen school culture, promote student connectedness, and foster a positive campus climate.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS, AS, HM, SWD, ToM, White	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	1,000 5,000	School year 2025-26

3.3	Provide targeted social-emotional learning (SEL) curriculum and supplemental materials to support students experiencing social or behavioral challenges, fostering a safe, inclusive, and emotionally supportive learning environment.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000	School year 2025-26
3.4	0.2 Intervention. A teacher will work with intervention classes to provide supplemental 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	18,480 10,320	School year 2025-26
3.5	Expand access to hands-on, career-focused learning	All Students X English Learners X Low-Income Students	LCFF Supplemental	21,010 11,810	School year 2025-26

	by funding 0.4 FTE staffing to support Career Technical Education (CTE) programs and advanced learning pathways.	Foster Youth X Lowest Performing	Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
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 35686	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	35,000 18,237	School year 2025-26

3.7	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	4350	School year 2025-26
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)	Estimated Cost
Provide explicit language development instruction base on language proficiency levels.	August 2025 - June 2026	ELD teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support in core content classes outside of ELD.	August 2025 - June 2026	BIA - Russian/Ukrainian	2000-2999: Classified Personnel Salaries		
Provide students with math instruction	August 2025- June 2026	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)	Estimated Cost
Support students, families, and learning environments. Support passing periods, lunch, and before/after school dismissalStudent support can look like (but not limited to): Conflict Mediation, Attendance intervention,	August 2025-June 2026	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 2025-August 2026	Counselor	1000-1999: Certificated Personnel Salaries		
Provide additional support and resources to families. 1.0 School Social Worker	August 2025-2026	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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$422,360.00

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	\$70,880.00
Title I Part A Parent Involvement	\$4,350.00
Title I Part A Site Allocation	\$347,130.00

Subtotal of state or local funds included for this school: \$422,360.00

Total of federal, state, and/or local funds for this school: \$422,360.00

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	70,880	0.00
Title I Part A Site Allocation	347,130	0.00
Title I Part A Parent Involvement	4,350	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	70,880.00
Title I Part A Parent Involvement	4,350.00
Title I Part A Site Allocation	347,130.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	149,162.00
2000-2999: Classified Personnel Salaries	80,185.00
3000-3999: Employee Benefits	108,187.00
4000-4999: Books And Supplies	42,587.00
5000-5999: Services And Other Operating Expenditures	37,239.00
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	27,010.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	14,818.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,313.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,739.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	4,350.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	122,152.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	80,185.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	93,369.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	20,924.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	30,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,638.00
Goal 2	113,515.00
Goal 3	142,207.00

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
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Vanessa Adolphson	Principal
Andrea McMahon	Classroom Teacher
Kaitlyn Berry	Classroom Teacher
Svetlana Frankenberger	Classroom Teacher
Rachel Gardner	Other School Staff
Riaynette Rizzo	Parent or Community Member
Cynthia Bagley	Parent or Community Member
NM	Secondary Student
JM	Secondary Student
BH	Secondary Student
Darren Crockett	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 5/20/25.

Attested:

	Principal, Vanessa Adolphson on 5/20/25
	SSC Chairperson, Jaden Modkins on 5/27/25

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Will Rogers Middle School

Funding Source: LCFF Supplemental Site Allocation \$70,880.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$2,000.00	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>

Will Rogers Middle School

Provide resources—including supplemental materials, supplies, and classified support—to enhance student participation in extracurricular programs, the arts, athletics, and school events such as promotion and recognition activities.

3000-3999: Employee
Benefits

\$3,008.00

Connected School
Communities

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Will Rogers Middle School

Support student connectedness, equity, and participation in physical education by purchasing and providing PE uniforms for students in need.

4000-4999: Books And
Supplies

\$5,813.00

Connected School
Communities

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Will Rogers Middle School

5000-5999: Services And
Other Operating
Expenditures

\$3,739.00

Connected School
Communities

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Attendance incentive program, through the Attendance Celebrations Committee, to help increase student attendance. Materials and supplies for staff to support student academic, socio-emotional, and attendance success.

4000-4999: Books And
Supplies

\$500.00

Healthy
Environments for
Socio-Emotional
Growth

Will Rogers Middle School

Promote effective school-to-home communication and support student organization by purchasing and distributing school agendas to all students.

4000-4999: Books And
Supplies

\$4,000.00

Connected School
Communities

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Will Rogers Middle School

4000-4999: Books And Supplies	\$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.</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

1000-1999: Certificated
Personnel Salaries

\$5,000.00

Connected School
Communities

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Provide training for student leadership groups, including WEB (Where Everybody Belongs), to strengthen school culture, promote student connectedness, and foster a positive campus climate.

1000-1999: Certificated
Personnel Salaries

\$1,000.00

Engaging Academics

Provide targeted social-emotional learning (SEL) curriculum and supplemental materials to support students experiencing social or behavioral challenges, fostering a safe, inclusive, and emotionally supportive learning environment.

4000-4999: Books And
Supplies

\$4,000.00

Engaging Academics

Expand access to hands-on, career-focused learning by funding 0.4 FTE staffing to support Career Technical Education (CTE) programs and advanced learning pathways.

1000-1999: Certificated
Personnel Salaries

\$21,010.00

Engaging Academics

Will Rogers Middle School

3000-3999: Employee Benefits	\$11,810.00	Engaging Academics
4000-4999: Books And Supplies	\$2,500.00	Clear Pathways to Bright Futures
5000-5999: Services And Other Operating Expenditures	\$3,000.00	Engaging Academics
5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Engaging Academics

LCFF Supplemental Site Allocation Total Expenditures: \$73,380.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$4,350.00 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	\$4,350.00	Engaging Academics	

Title I Part A Parent Involvement Total Expenditures: \$4,350.00

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

Funding Source: Title I Part A Site Allocation \$347,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$10,320.00	Engaging Academics	

Will Rogers Middle School

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

1000-1999: Certificated Personnel Salaries

\$16,900.00

Connected School Communities

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Will Rogers Middle School

0.2 Reading/Writing intervention PC 34135	1000-1999: Certificated Personnel Salaries	\$21,200.00	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

ELA Instructional assistant to allow for targeted intervention and support.PC 38341

2000-2999: Classified
Personnel Salaries

\$23,782.00

Connected School
Communities

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Will Rogers Middle School

3000-3999: Employee
Benefits

\$7,826.00

Connected School
Communities

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Will Rogers Middle School

3000-3999: Employee
Benefits

\$11,028.00

Connected School
Communities

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Will Rogers Middle School

3000-3999: Employee Benefits

\$9,950.00

Connected School Communities

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3000-3999: Employee Benefits

\$18,237.00

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 35686

1000-1999: Certificated Personnel Salaries

\$35,000.00

Engaging Academics

Will Rogers Middle School

0.2 Intervention. A teacher will work with intervention classes to provide supplemental support.
PC 36090

1000-1999: Certificated
Personnel Salaries

\$18,480.00 Engaging Academics

5000-5999: Services And
Other Operating
Expenditures

\$5,000.00 Connected School
Communities

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Will Rogers Middle School

1000-1999: Certificated
Personnel Salaries

\$4,000.00

Connected School
Communities

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Will Rogers Middle School

2000-2999: Classified
Personnel Salaries

\$2,000.00

Connected School
Communities

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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.

1000-1999: Certificated
Personnel Salaries

\$3,000.00

Healthy
Environments for
Socio-Emotional
Growth

Provide experiences, including field trips for students. Includes transportation and fees.

5000-5999: Services And
Other Operating
Expenditures

\$25,500.00

Healthy
Environments for
Socio-Emotional
Growth

Will Rogers Middle School

Implement a School Community Intervention Specialist position to address chronic absenteeism.	2000-2999: Classified Personnel Salaries	\$43,007.00	Healthy Environments for Socio-Emotional Growth
PC39936			
	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	\$36,008.00	Healthy Environments for Socio-Emotional Growth
Staff collaboration by providing resources and compensation for educators to work together in analyzing data, planning targeted interventions, and improving instructional practices. These collaborative efforts help ensure all students, especially those most at risk, receive the support they need to succeed. Funds may also be used for professional development and team-based strategies that promote equity and academic growth.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academics

Will Rogers Middle School

Improve student writing proficiency through structured writing conferences. Teachers will participate in three writing calibration days per year and conduct three student writing conference days, pulling students for targeted feedback and support.

1000-1999: Certificated
Personnel Salaries

\$2,600.00

Connected School
Communities

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Will Rogers Middle School

Allocate release time for grade-level teams to collaboratively design cross-curricular and interdisciplinary learning experiences that foster student engagement, deepen understanding, and support a more dynamic and connected learning environment for all students.

1000-1999: Certificated
Personnel Salaries

\$3,772.00

Connected School
Communities

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Will Rogers Middle School

Provide professional development opportunities—including conferences, workshops, and release time—centered on data-informed dialogue, evidence-based instructional strategies, student engagement, and the integration of social-emotional learning with academic rigor to strengthen instructional effectiveness.

1000-1999: Certificated
Personnel Salaries

\$2,200.00

Connected School
Communities

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Will Rogers Middle School

Increase academic achievement in English Language Arts and Mathematics for students performing below grade level through targeted after-school tutoring support.

2000-2999: Classified
Personnel Salaries

\$5,896.00

Connected School
Communities

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Will Rogers Middle School

Strengthen instructional practices schoolwide by providing professional development on AVID strategies and access to supplemental materials that promote college and career readiness, critical thinking, organization, and student engagement.

1000-1999: Certificated
Personnel Salaries

\$5,000.00

Connected School
Communities

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Will Rogers Middle School

Provide culturally relevant and contemporary texts, library resources, and media technology to enrich instruction and reflect the diverse backgrounds of our students. Supplement instructional technology to enhance digital literacy and reduce the digital divide, ensuring equitable access to learning tools for all students.

4000-4999: Books And Supplies

\$20,924.00

Connected School Communities

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Title I Part A Site Allocation Total Expenditures: \$363,130.00

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

Will Rogers Middle School Total Expenditures: \$440,860.00