School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Will Rogers Learning Community	19-64980-6022644	May 22, 2025	June 26, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Will Rogers Learning Community for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by Will Rogers Learning Community for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

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

The certificated staff elects a Site Leadership Team (SLT) each year that consists of the school administrator(s), the IB Coach, district instructional coach, a special education teacher, Teaching and Learning Council leader, and one teacher representative from each grade level. The ensures each group and grade level is represented and that all teachers' input is considered. This also helps to ensure that Rogers is "leading from the middle" and that this group is representative of the school staff. This committee combines the old "Leadership Committee" and the "PD Committee."
The goal of the SLT is to:
1. Analyze data to identify student needs (school-wide).
2. Determine an instructional focus for the school based on those needs (what we need to implement to help students) grounded in at least one or more of the visible evidence of student learning (VESL).
3. Determine supports needed for staff in the focus area (for example PDs, Learning Walks, inquiry support etc.)
4. Collect evidence of learning to inform our actions.
5. Determine our yearly PD calendar and make adjustments as needed.

Our SLT meets once during summer, monthly during the school year and for three sub days each school year. During these meeting instructional decisions are discussed and decided. These decision are made as we analyze data, debrief learning rounds, assess grade level progress on inquiry cycles, and the team regularly analyzes progress on our school site foci. During these meetings the group collaborates to build capacity, determine next steps for Professional Development, and deepen our expertise in our area of focus.

WRLC is an eligible and participating Title 1 school operating a school-wide program.

Vision: To inspire, educate, and value all learners.
Mission Statement: We engage in inquiry-based learning that is trans-disciplinary, concept-driven and culturally responsive.
Guiding Beliefs & Principles:
As a community, we:
-know that all children can think, inquire and gain knowledge;
-believe that the balance between social development and academic development is essential;
-create a caring, open-minded environment in which students, parents, and staff members feel valued;
-design rigorous learning experiences that meet students' diverse needs and help them reflect and grow;
-provide learning opportunities for students, parents, and teachers that encourage them to be risk-takers, lifelong learners and principled agents of change;
-collaborate and communicate with the community to support student success.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is a document informed by all constituents of Will Rogers Learning Community. Involvement of parents in the decision-making of the school -- including the development of the SPSA -- is a regular and ongoing process. The process includes, but is not limited to, the following venues: School Site Governance Council meetings, Coffee and Conversation Meetings, frequent communication with parents (between administration and parents), the WRLC ELAC, as well as occasional "town hall" meetings. Each of these afford the school opportunities to inform the direction and content of the SPSA, including the development of the goals inclusive of the action plan for each. In addition to opportunities for the school administration to consult with parent groups, each teacher has frequent interactions with parents. These interactions inform the work of our PLCs as well as the work of our Site Leadership Team. Each year, our SSC analyzes data from three lens: satellite, map and street data. Specifically, the SSC designs an opportunity to look at street data (ex. learning walk or student interviews/ forum) to help learn about the instructional program at our school. We used these observations to inform our SPSA goals.

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

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

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

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

During the 2022–23 school year, the Muir and WRLC communities merged, resulting in two Title I schools operating on a single site. When analyzing student enrollment by subgroups—such as English Learners (EL), socioeconomically disadvantaged students (SES), students with disabilities (SPED), and others—it is evident that staffing levels do not align with student needs. For instance, based on the number of students who qualify for a minimum of 75 minutes of LLI (Leveled Literacy Intervention) services, according to the district matrix, we are allocated only one LLI teacher. To meet the research-based instructional minutes required by this intervention program, we used our targeted Title I funds to hire an additional intervention teacher. Additionally, we currently have 20 families identified under the McKinney-Vento Act, supported by just one community liaison. We would benefit from having an MSW, LCSW or mental health partnership with less limitations due to providers' restricted caseloads.

There is a high rate of absenteeism among staff in special education roles, which significantly disrupts daily operations, especially as substitute coverage from the special education department is rarely available. Furthermore, we have experienced persistent vacancies in our instructional assistant and campus monitor positions throughout the school year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall, student performance in English Language Arts (ELA) and Math is rated Green. However, when examining our subgroups more closely, three groups—Socioeconomically Disadvantaged (SED), Hispanic, and Students with Disabilities—scored within the Orange category. The performance of our Students with Disabilities subgroup, in particular, highlights a need for targeted supports and consistent implementation of curriculum and interventions. This data points to the importance of addressing these gaps with intentional strategies to close the achievement gap.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

see below

Surveys

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

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

Some highlights from the survey—although based on a small sample size of 78 parent responses—indicate positive feedback. Specifically, 95% of parents felt encouraged to attend school-sponsored events, and 85% rated the overall quality of the school as excellent or good. Student responses were also encouraging (40 responses): 88% reported feeling that they learned a lot, and 78% stated they liked their school, selecting "Agree" or "Strongly Agree." Notably, 14% of students selected "Neither Agree nor Disagree," suggesting a group that could be more specifically targeted to increase engagement and satisfaction.

Classroom Observations

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

The principal and assistant principal conduct regular informal classroom observations and school-wide instructional rounds. At least once annually the SLT and Pathway administrators conduct a school-based walk through once each year. The school board along with members of the cabinet have also walked through classrooms. evaluations are conducted every five years and between that time, teachers also participate in a professional growth experience. During regular informal instructional rounds, we look for evidence of student engagement, implementation of Common Core Standards, balanced literacy, CGI, mathematical practices, differentiated instruction, and implementation of Social-Emotional learning programs such as Responsive Classroom and

Restorative Practices. We also collaborate with Educational Services to examine evidence of district goals and initiatives, as well as our focus areas as defined by our SPSA.

One of the district's key goals is ensuring a guaranteed and viable curriculum, meaning that all students receive equitable and consistent instruction across classrooms. Our observational data indicates that we are excelling in many aspects of Social-Emotional Learning (SEL). However, there is a need for greater consistency in the use of adopted instructional programs.To strengthen foundational literacy, we implemented the UFLI phonics program in grades K–2 as part of our balanced literacy framework. With the support of our instructional coaches, grade-level teams have been engaged in peer observations both within our site and across the district, as we launched the program in the 2024–2025 school year. These collaborative efforts are designed to promote alignment and fidelity in instructional practices.

To ensure that we are consistent with our design and delivery of the IB program of inquiry, we have been working to ensure that all teachers attend IB training. Teachers who have attended training have conducted learning sessions during our bank-time professional development. All grade levels have weekly planning time, with our IB coach to design standards based inquiry driven units if study. Teachers work collaboratively, to align on the Common Cores standards, district curriculum guides, and using materials from adopted texts.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Summary Data for
CAASPP ELA is 23-24 55% ELA 22-23 was 56%.
CAASPP Math is 23-24 50% and 22-23 is 48%.
The percentage of students meeting or exceeding the ELA standards declined over the three years—from 60.2% in 2021–22 to 55.3% in 2023–24. This indicates a need for renewed focus on core literacy instruction across grades. We hope to see significant shifts as we implemented UFLI in grade K-3rd in the 2024-25 school year. The Listening domain has remained a strong point across all grade levels, with over 70% of students meeting or exceeding standards for three consecutive years—indicating effective oral communication and comprehension instruction. Significant differences exist in academic performance in mathematics across different racial/ethnic subgroups. For instance, White students are performing above the standard, while African American and Hispanic students are performing below. This challenges us to expand and replicate successful practices from classrooms or programs where Hispanic students made gains—such as scaffolding vocabulary, sentence frames, peer collaboration models, or teacher-student relationship building.

Looking at our Star assessment for 2024-25. First grade students showed the highest percent of students making typical or better growth at 82.6%, while third grade showed the lowest at 53.7%. This significant gap suggests targeted support may be needed in third grade. A notable highlight is that 65.7% of students showed typical or better growth from Fall to Spring 2024-25. One the ELA 3rd- 5th CAASPP, the Listening domain has remained a strong point across all grade levels, with over 70% of students meeting or exceeding standards for three consecutive years—indicating effective oral communication and comprehension instruction.

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

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

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

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

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Will Rogers Learning Community. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0.25%	0.18%	0.19%	1	1	1
African American	5.78%	9.29%	12.05%	23	51	63
Asian	5.28%	5.65%	5.16%	21	31	27
Filipino	1.01%	1.09%	0.57%	4	6	3
Hispanic/Latino	47.24%	42.44%	41.11%	188	233	215
Pacific Islander	0.25%	0.36%	0.38%	1	2	2
White	34.67%	36.07%	35.37%	138	198	185
Two or More Races	5.53%	4.92%	5.16%	22	27	27
Not Reported	%	0%	%	0	0	
			Total Enrollment	398	549	523

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	76	119	90
Grade 1	64	72	93
Grade 2	59	90	75
Grade3	58	87	92
Grade 4	67	87	84
Grade 5	74	94	89
Total Enrollment	398	549	523

Conclusions based on this data:

1. Following a significant enrollment spike of 151 students from 2021–22 to 2022–23 (due to the merger with Muir Elementary), the school's total enrollment has remained relatively stable, with a slight decline from 549 in 2022–23 to 523 in 2023–24. Kindergarten through Grade 3 consistently have higher enrollment numbers compared to upper elementary grades, indicating stronger incoming class sizes that may affect future grade-level planning/staffing.

2. The African American student population has more than doubled over the past three years, increasing from 5.78% (23 students) in 2021–22 to 12.05% (63 students) in 2023–24—marking the most substantial demographic shift among all subgroups.

3. While Hispanic/Latino students remain the largest ethnic group, their proportion has gradually decreased from 47.24% (188 students) in 2021–22 to 41.11% (215 students) in 2023–24.The percentage of students identifying as Two or More Races has remained relatively steady around 5%, while small but consistent representations from groups such as Asian, Filipino, and Pacific Islander students point to a modestly diverse student body.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	44	52	38	9.2%	11.1%	7.3%
Fluent English Proficient (FEP)	38	40	43	9.2%	9.5%	8.2%
Reclassified Fluent English Proficient (RFEP)	4	4	8	1.0%	0.7%	1.5%

Conclusions based on this data:

1. When combining English Learners and FEP students, over 15% of the student body is part of a multilingual background—highlighting the school's linguistic diversity and the opportunity to build on cultural assets. The increase in RFEP and FEP students alongside the decline in EL enrollment suggests that students are successfully progressing through the English acquisition continuum, supported by targeted instruction and intervention.

2. The percentage of English Learners dropped from 11.1% in 2022–23 to 7.3% in 2023–24—a notable 3.8 percentage point decline, which indicates successful reclassification efforts and/or demographic shifts.The FEP student population has remained consistently around 9%, suggesting strong long-term language retention among students who previously acquired English proficiency.

3. The number of students reclassified as Fluent English Proficient (RFEP) doubled from 4 in 2022–23 to 8 in 2023–24, reflecting effective language development and support services for English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	89	94	57	89	92	57	89	92	95.0	100.0	97.9
Grade 4	67	84	81	65	78	80	65	78	80	97.0	92.9	98.8
Grade 5	74	94	91	74	88	85	74	88	85	100.0	93.6	93.4
All Grades	201	267	266	196	255	257	196	255	257	97.5	95.5	96.6

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2453.	2440.	2446.	35.09	30.34	32.61	31.58	24.72	29.35	21.05	19.10	16.30	12.28	25.84	21.74
Grade 4	2484.	2467.	2464.	33.85	28.21	22.50	24.62	20.51	27.50	7.69	21.79	15.00	33.85	29.49	35.00
Grade 5	2533.	2539.	2516.	37.84	39.77	30.59	18.92	22.73	22.35	22.97	13.64	22.35	20.27	23.86	24.71
All Grades	N/A	N/A	N/A	35.71	32.94	28.79	24.49	22.75	26.46	17.35	18.04	17.90	22.45	26.27	26.85

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.07	28.09	26.09	66.67	56.18	60.87	5.26	15.73	13.04
Grade 4	30.77	23.08	18.75	44.62	57.69	57.50	24.62	19.23	23.75
Grade 5	28.38	38.64	18.82	64.86	45.45	63.53	6.76	15.91	17.65
All Grades	29.08	30.20	21.40	58.67	52.94	60.70	12.24	16.86	17.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.05	17.98	22.83	59.65	56.18	57.61	19.30	25.84	19.57
Grade 4	23.44	14.10	15.00	56.25	57.69	60.00	20.31	28.21	25.00
Grade 5	31.08	23.86	20.00	52.70	53.41	61.18	16.22	22.73	18.82
All Grades	25.64	18.82	19.46	55.90	55.69	59.53	18.46	25.49	21.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.04	12.36	17.39	73.68	71.91	66.30	12.28	15.73	16.30
Grade 4	20.00	7.69	12.50	66.15	80.77	77.50	13.85	11.54	10.00
Grade 5	25.68	21.59	18.82	66.22	69.32	69.41	8.11	9.09	11.76
All Grades	20.41	14.12	16.34	68.37	73.73	70.82	11.22	12.16	12.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.56	23.60	18.48	66.67	60.67	64.13	8.77	15.73	17.39
Grade 4	21.54	16.67	13.75	63.08	70.51	70.00	15.38	12.82	16.25
Grade 5	27.03	31.82	22.35	67.57	59.09	65.88	5.41	9.09	11.76
All Grades	24.49	24.31	18.29	65.82	63.14	66.54	9.69	12.55	15.18

Conclusions based on this data:

1. Over 96% of students in grades 3–5 participated in ELA assessments in 2023–24, demonstrating strong student attendance and engagement with state testing, which strengthens the reliability of performance data.The steady maintenance of performance levels across domains—even amid changing enrollments and demographic shifts—suggests that support systems and instructional strategies are effectively sustaining student learning.

2. The percentage of students meeting or exceeding the ELA standards declined over the three years—from 60.2% in 2021–22 to 55.3% in 2023–24. This indicates a need for renewed focus on core literacy instruction across grades. We hope to see significant shifts as we implemented UFLI in grade K-3rd in the 2024-25 school year. The Listening domain has remained a strong point across all grade levels, with over 70% of students meeting or exceeding standards for three consecutive years—indicating effective oral communication and comprehension instruction.

3. While writing is an area for improvement, over 59% of students were still at or near or above standard in 2023–24, reflecting a solid base on which to build further growth. There was a decline in students scoring "Above Standard" in Research/Inquiry, falling from 24.49% in 2021–22 to just 18.29% in 2023–24, indicating a need to bolster students' ability to analyze and synthesize information.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	89	94	58	89	92	58	89	92	96.7	100.0	97.9
Grade 4	67	84	81	64	80	79	64	80	79	95.5	95.2	97.5
Grade 5	74	94	91	74	90	84	74	90	84	100.0	95.7	92.3
All Grades	201	267	266	196	259	255	196	259	255	97.5	97.0	95.9

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2460.	2431.	2435.	34.48	20.22	22.83	32.76	28.09	28.26	12.07	23.60	26.09	20.69	28.09	22.83
Grade 4	2466.	2469.	2475.	25.00	11.25	16.46	18.75	32.50	31.65	25.00	30.00	30.38	31.25	26.25	21.52
Grade 5	2495.	2514.	2495.	24.32	23.33	21.43	12.16	28.89	20.24	32.43	21.11	25.00	31.08	26.67	33.33
Grade 11															
All Grades	N/A	N/A	N/A	27.55	18.53	20.39	20.41	29.73	26.67	23.98	24.71	27.06	28.06	27.03	25.88

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	39.66	22.47	25.00	41.38	42.70	50.00	18.97	34.83	25.00
Grade 4	25.00	18.75	26.58	37.50	46.25	48.10	37.50	35.00	25.32
Grade 5	20.27	23.33	20.24	44.59	51.11	48.81	35.14	25.56	30.95
Grade 11									
All Grades	27.55	21.62	23.92	41.33	46.72	49.02	31.12	31.66	27.06

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	39.66	25.84	29.35	44.83	51.69	51.09	15.52	22.47	19.57
Grade 4	20.31	17.50	12.66	48.44	57.50	64.56	31.25	25.00	22.78
Grade 5	17.57	18.89	17.86	60.81	52.22	50.00	21.62	28.89	32.14
All Grades	25.00	20.85	20.39	52.04	53.67	54.90	22.96	25.48	24.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	36.21	22.47	28.26	51.72	57.30	54.35	12.07	20.22	17.39
Grade 4	26.56	13.75	18.99	45.31	66.25	64.56	28.13	20.00	16.46
Grade 5	16.22	22.22	14.29	60.81	62.22	58.33	22.97	15.56	27.38
All Grades	25.51	19.69	20.78	53.06	61.78	58.82	21.43	18.53	20.39

Conclusions based on this data:

1. Over half of the students in grades 3 to 5 consistently scored At or Near Standard in Problem Solving & Modeling/Data Analysis (e.g., 64.56% in Grade 4 for 2023–24), indicating that real-world math application is a relative strength and reflects our focus on our IB programming. Strong performance in Problem Solving & Modeling/Data Analysis:Third-grade students demonstrated the strongest performance overall, with 67% scoring at or above the standard in mathematics.The percentage of third graders scoring Above Standard in Communicating Reasoning rose from 22.47% in 2022–23 to 28.26% in 2023–24, showing growing ability to explain mathematical thinking—this trend should be encouraged with more discourse-based instruction.

2. There has been a 10 percentage point increase in the number of students scoring in the "Standards Not Met" category across grades 3 to 5, suggesting a need to focus on our Tier 1 efforts in comprehension and curriculum alignment.

3. The area of Applying Mathematical Concepts and Procedures is the weakest among the three assessed domains, with approximately 30% of students performing below standard, indicating a need for targeted instructional support in Tier 1 foundational math skills.Grade 4 saw steady improvement over three years, with the percentage of students scoring At or Near Standard rising from 48.44% in 2021–22 to 64.56% in 2023–24. This suggests effective instruction in this area and presents an opportunity to build on this success.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	10	10	6
1	*	*	*	*	*	*	*	*	*	6	7	8
2	1509.9	*	*	1520.8	*	*	1498.4	*	*	11	4	5
3	*	*	*	*	*	*	*	*	*	*	8	6
4	*	*	*	*	*	*	*	*	*	7	6	7
5	*	*	*	*	*	*	*	*	*	8	9	4
All Grades										43	44	36

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.91	20.45	8.33	30.23	54.55	33.33	39.53	18.18	38.89	2.33	6.82	19.44	43	44	36

Overall Language
Percentage of Students at Each Performance Level for All Students

Oral Language Percentage of Students at Each Performance Level for All Students																
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	72.73	*	*	18.18	*	*	9.09	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.51	56.82	30.56	32.56	31.82	36.11	18.60	6.82	22.22	2.33	4.55	11.11	43	44	36

Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	11.63	6.82	8.33	37.21	18.18	8.33	25.58	61.36	44.44	25.58	13.64	38.89	43	44	36

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	54.55	*	*	45.45	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.53	43.18	27.78	58.14	50.00	52.78	2.33	6.82	19.44	43	44	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	54.55	*	*	45.45	*	*	0.00	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.86	68.18	33.33	55.81	25.00	58.33	2.33	6.82	8.33	43	44	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.26	11.36	8.33	48.84	70.45	44.44	27.91	18.18	47.22	43	44	36

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.26	6.82	8.33	60.47	81.82	61.11	16.28	11.36	30.56	43	44	36

Conclusions based on this data:

1. The data shows a notable increase in the percentage of "All Grades" students achieving the "Well Developed" level in speaking, rising from 41.86% in 2021-22 to 68.18% in 2022-23. This indicates a positive development in students' speaking abilities during this period, which is something to celebrate

2. While there's an improvement in speaking skills from 2021-23, the percentage of "All Grades" students scoring "Well Developed" dropped significantly in 2023-24 (from 68.18% to 33.33%). This inconsistency points to the need for sustained efforts to ensure continued growth in speaking proficiency.

3. The percentage of "All Grades" students scoring "Well Developed" in writing remains low across all years, with 11.63% in 2021-22, 6.82% in 2022-23, and 8.33% in 2023-24. This consistently low figure indicates that writing skills are an area requiring attention and targeted strategies for improvement.

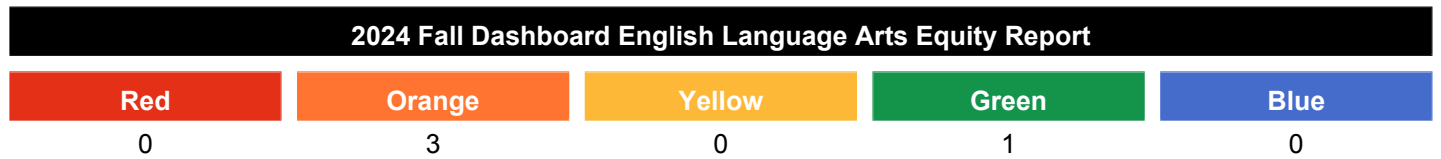# School and Student Performance Data

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**
523	**40.7%**	**7.3%**	**0.6%**
Total Number of Students enrolled in Will Rogers Learning Community.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	38	7.3%
Foster Youth	3	0.6%
Homeless	10	1.9%
Socioeconomically Disadvantaged	213	40.7%
Students with Disabilities	76	14.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	12%
American Indian	1	0.2%
Asian	27	5.2%
Filipino	3	0.6%
Hispanic	215	41.1%
Two or More Races	27	5.2%
Pacific Islander	2	0.4%
White	185	35.4%

Conclusions based on this data:

1. Will Rogers is a socio-economically and ethnically diverse student population. Students with disabilities account for 14.5% of the student population. This underscores the necessity of having robust special education services and accommodations.

2. There is a notable percentage of socioeconomically disadvantaged students (40.7%). This indicates that there's a significant portion of the student body that may require additional support services.

3. There is a sizable Hispanic population (41.1%) and a significant White population (35.4%). This points to the need for culturally responsive teaching practices and resources that cater to the needs of these groups. English Learners make up 7.3% of the student population. This highlights the importance of providing effective English language development programs and support.

School and Student Performance Data

Overall Performance

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall, we performed higher in ELA (with a score of high) than in math (with a score of medium). ELA progress is high demonstrating our success towards implementing interventions and supports.

2. Chronic absenteeism is in the medium range, which is an improved change. Work towards improving this through parent education and community connections are needed.

3. We have maintained an "extremely low rate" of suspensions. This indicates the effective implementation of positive behavior supports and a positive school climate. However, Tier 1 and Tier 2 behavioral supports need development through the establishing a positive behavior framework to be used school-wide.

School and Student Performance Data

Academic Performance
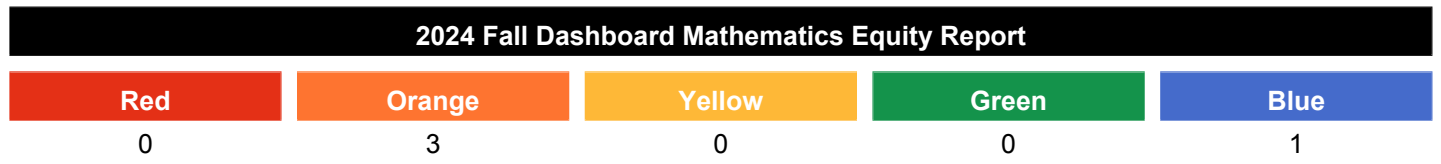## English Language Arts

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	1	0

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

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
10.1 points above standard	71.7 points below standard	Less than 11 Students
Declined 7.2 points	Declined 18.5 points	
		1 Student
244 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	47.3 points below standard
		Declined 10.3 points
	7 Students	
		109 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
63.6 points below standard	59.9 points below standard	Less than 11 Students
Declined 10.8 points	Declined 15.5 points	
46 Students	28 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
96.5 points above standard	Less than 11 Students	35.8 points below standard
Increased 77.9 points		Declined 13.2 points
21 Students	1 Student	97 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	61.0 points above standard
		Declined 13.3 points
9 Students	1 Student	90 Students

Conclusions based on this data:

1. Overall, student performance in English Language Arts (ELA) is stronger than in mathematics. ELA progress is rated as "High," indicating that existing interventions and instructional supports in literacy have been effective. While ELA performance is generally strong, the data also reveals that English Learner (EL) progress remains an area of concern, receiving a "Low" rating.

2. While students across subgroups show varied levels of performance in ELA, the data highlights both strong achievement and clear opportunities for targeted support. Asian students are excelling, scoring 96.5 points above the standard, demonstrating what is possible with the right supports in place. At the same time, African American and Hispanic students, who are currently performing below the standard (59.9 and 35.8 points below, respectively), represent groups we can better support through strategic, culturally responsive instruction and focused literacy development. This range in performance underscores the importance of equity-driven practices to ensure all students thrive.

3. Notably, Hispanic students in ELA declined by 13.2 points, currently scoring 35.8 points below standard and falling within the Orange performance level. These indicators suggest a need to enhance targeted supports for EL students, including strategies focused on academic language development, access to culturally responsive texts, and consistent integration of ELD standards across content areas.

School and Student Performance Data

Academic Performance
Mathematics

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	1

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

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
10.3 points below standard	80.6 points below standard	Less than 11 Students
Maintained 1.8 points	Declined 22.5 points	
		1 Student
241 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	56.6 points below standard
		Declined 7.0 points
	7 Students	
		106 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
71.7 points below standard	72.5 points below standard	Less than 11 Students
Declined 6.1 points	Increased 9.8 points	
		1 Student
46 Students	27 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
58.8 points above standard	Less than 11 Students	53.6 points below standard
Increased 27.2 points		Declined 10.0 points
	1 Student	
21 Students		96 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Less than 11 Students	Less than 11 Students	35.7 points above standard
		Maintained 2.9 points
9 Students	1 Student	
		89 Students

Conclusions based on this data:

1. Some student groups are considerably further from meeting the standard than others. For example, African American students are, on average, further below the standard compared to White students. This points to a need to establish equity-focused professional development for teachers on culturally responsive teaching practices, implicit bias, and differentiated instruction to better support underserved student populations.

2. The data indicates that Hispanic students demonstrated an increase in mathematics performance. Adopt a data-informed instructional model where teachers use disaggregated data to identify and respond to student needs in real time through small-group instruction and individualized supports.

3. Significant differences exist in academic performance in mathematics across different racial/ethnic subgroups. For instance, White students are performing above the standard, while African American and Hispanic students are performing below. This challenges us to expand and replicate successful practices from classrooms or programs where Hispanic students made gains—such as scaffolding vocabulary, sentence frames, peer collaboration models, or teacher-student relationship building.

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.

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 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**
No Performance Color	No Performance Color
23.1% making progress.	making progress.
Number Students: 26 Students	Number Students: 1 Student

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**
50%	19.2%	0%	23.1%

Conclusions based on this data:

1. 23.1% of students progressed at least one ELPI level which indicates that positive practices are in place. Our next steps are to identify and analyze these successful strategies to replicate them and apply for other students.

2. The data shows that 0% of students maintained ELPI Level 4, and only 23.1% progressed. This indicates a need to focus on accelerating EL student progress towards higher levels of English proficiency.

3. 19.2% of students maintained ELPI levels 1, 2L, 2H, 3L, or 3H. To facilitate more growth, appropriate support and differentiated instruction utilizing a instructional program across all grade levels is important.
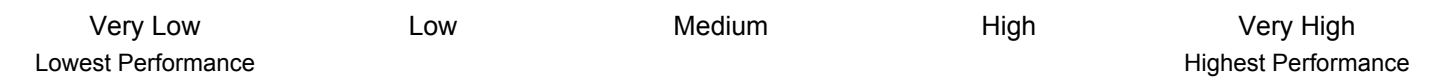
School and Student Performance Data

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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

Conclusions based on this data:

1.

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Long-Term English Learners
Yellow	Red	No Performance Color
19.3% Chronically Absent	25.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 5.1	Increased 2.5	1 Student
539 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	50% Chronically Absent	30.5% Chronically Absent
3 Students	Declined 11.5	Declined 2.5
	18 Students	243 Students

Students with Disabilities	**African American**	**American Indian**
Yellow	Red	No Performance Color
17% Chronically Absent	33.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 16	Increased 1.2	1 Student
94 Students	66 Students	

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Yellow
7.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	24% Chronically Absent
Increased 1	3 Students	Declined 7.4
27 Students		225 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Green
22.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	9.6% Chronically Absent
Declined 3.7	2 Students	Declined 5.5
27 Students		188 Students

Conclusions based on this data:

1. The data indicates that 19.3% of all students are chronically absent.The data shows an overall decline of 5.1 in chronic absenteeism. This reflects efforts to increase attendance conferences, newsletters, and presentations at ELAC, PTA and school events.

2. Chronic absenteeism rates vary considerably across student subgroups, with some groups being disproportionately affected. Provide targeted support and interventions for the most affected student groups, such as students with disabilities 17% African American students 33.5% and homeless 50% chronically absent. This could involve individualized attendance plans, mentorship programs, and partnerships with community organizations.

3. Students from low-income families may face challenges such as lack of transportation, unstable housing, limited access to healthcare, mental health services, and other essential resources that disproportionately affect some subgroups, making it more difficult for them to attend school regularly.
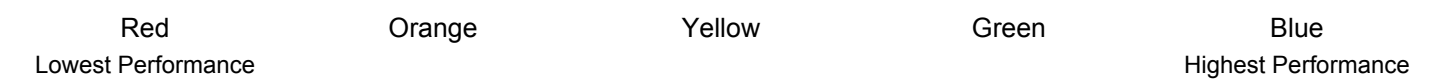
School and Student Performance Data

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
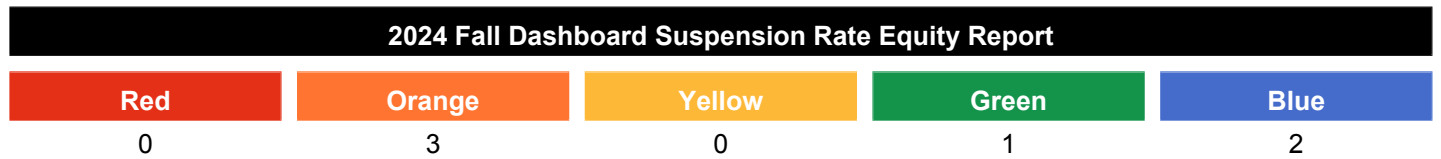## Suspension Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	1	2

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		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Blue	No Performance Color
0.9% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.7%	Maintained 0%	1 Student
543 Students	43 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	5.3% suspended at least one day	2% suspended at least one day
3 Students	Increased 5.3%	Increased 2%
	19 Students	244 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
2.1% suspended at least one day	4.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.1%	Increased 4.5%	1 Student
97 Students	66 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.4% suspended at least one day
Maintained 0%	3 Students	Maintained 0%
27 Students		225 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.5% suspended at least one day
Maintained 0%	2 Students	Increased 0.5%
28 Students		191 Students

Conclusions based on this data:

1. The overall student suspension rate is 0.9%, classified under Yellow (middle performance tier). However, this reflects an increase of 0.7% from the previous reporting period, suggesting an area to monitor. We are developing a school-wide PBIS framework that: sets clear behavioral expectations, positively reinforces good behavior provides targeted supports for at-risk students. and regularly monitor and adjust interventions based on behavior data.

2. There is a clear disparity in suspension rates across different student groups African American students have the highest rate at 4.5% (Orange – second lowest tier).Homeless students follow closely with a 5.3% rate. In contrast, English Learners and Asian students had 0% suspensions, rated Blue or had no performance color. This highlights our need to continue implementing Restorative Practices where students take responsibility, repair harm, and restore relationships. We hope to see more positive shifts with the implementation of our Peacemaker program (in year 2), which uses student led mediators to resolve low-level conflicts.

3. The decision to hire/partner with school counselors, social workers, and psychologists to address the root causes of behavioral issues (trauma, unmet needs) is needed. We need to create intervention teams to identify and support struggling students early.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **ELA and Mathematics**
> Engage and support all students, across the curriculum, by promoting critical thinking through student-led inquiry, problem solving, and reflection in alignment with the IB framework. Based on the previous year's scores, there will be an increase of students scoring Level 3 and Level 4 on both the Spring Star assessment (2nd-5th) and the ELA and Math CAASPP (3rd-5th) by June 2026. Local measurements such as the CSTP continuum for standard 1.0 and student voice forums will be used to guide teacher development.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> The needs assessment – as practiced by staff at Will Rogers Learning Community – includes regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff have met with the instructional coach, IB coordinator and principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The Site Leadership Team (SLT) also engages in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress.
>
> While we excel at establishing structures for inquiry and reflection in all content areas through the workshop and IB model of inquiry lessons, we are not seeing the translation to higher achievement scores on the CAASPP. A focus on establishing core non-negotiable instructional components by grade level will help ensure the fidelity of our program. Strong Tier 1 instruction that includes a balance of differentiation, conferring and intervention will benefit our student outcomes.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: 5th Grade ELA	31% exceeded 23% met standards; increase 53% to 63% reflecting a 10-point gain in overall proficiency.	10% increase in the number of students performing at or above grade-level standards and 5% decrease in students whom did not meet standards.
CAASPP: 4th Grade ELA	23% exceeded standards; 28% met standards; increase 50% to 60% reflecting a 10-point gain in overall proficiency.	10% increase in the number of students performing at or above grade-level standards and 5% decrease in students whom did not meet standards.
CAASPP: 3rd Grade ELA	33% exceeded standards; 29% met standards; increase 62% to 72%	10% increase in the number of students performing at or above grade-

	reflecting a 10-point gain in overall proficiency.	level standards and 5% decrease in students whom did not meet standards.
CAASPP: 5th Grade Math	21% exceeded standards; 20% met standards; increase 42% to 52% reflecting a 10-point gain in overall proficiency.	10% increase in the number of students performing at or above grade-level standards and 5% decrease in students whom did not meet standards.
CAASPP: 4th Grade Math	17% exceeded standards; 32% met standards; increase 48% to 58% reflecting a 10-point gain in overall proficiency.	10% increase in the number of students performing at or above grade-level standards and 5% decrease in students whom did not meet standards.
CAASPP: 3rd Grade Math	23% exceeded standards; 28% met standards; increase 51% to 61% reflecting a 10-point gain in overall proficiency.	10% increase in the number of students performing at or above grade-level standards and 5% decrease in students whom did not meet standards.
Star Assessments for grade 2nd-5th	Winter 2025 Data: ELA: Grade 2 at or above grade level: 59% Grade 3 at or above grade level: 50.8% Grade 4 at or above grade level: 67% Grade 5 at or above grade level: 58% MATH: Grade 2 at or above grade level: 40% Grade 3 at or above grade level: 36.8% Grade 4 at or above grade level: 35% Grade 5 at or above grade level: 40% Spring 2025 Data ELA: Grade 2 at or above grade level: 56% Grade 3 at or above grade level: 46% Grade 4 at or above grade level: 71% Grade 5 at or above grade level: 58% MATH: Grade 2 at or above grade level: 34% Grade 3 at or above grade level: 29% Grade 4 at or above grade level: 37% Grade 5 at or above grade level: 38%	By Spring of 2026 increase by 10% in the number of students performing at grade level in both ELA and Math.
IB Learner Profile (K-5)	Per the 10 Learner Profile Attributes	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners.
3rd- 5th Grade Winter IAB Assessments in ELA nd Math	Winter 2024 Scores: (Above/near/below standard) Grade 3: ELA: Research, Interpret and Integrate (38% 39% 23%) Grade 3: Math: Number and Operations Fractions (20%58%22%)	5% increase in students scoring at or above grade level by Spring 2026

	Grade 4: ELA: Research, Interpret and Integrate (30%48%22% Grade 4: Math: Operations in Algebraic Thinking (24%44%32% Grade 5: ELA: Research, Interpret and Integrate (36%34%30%) Grade 5: Math: Add and Subtract with Equivalent Fractions (29%26%45%	
F&P Running Record Assessments Literably		Growth toward the assessment 3 times yearly for all students to ensure fidelity across grades. 60% of students K-5 will meet grade level targets based on the Fountas and Pinnell IRL Leveling System

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development - By providing high-quality professional development for teachers/staff, all students will benefit from exemplary instruction that includes the latest research-based practices/pedagogy. 1. IB programme Professional Development 2. Development of IB units that are based in student led- inquiry	All students including sub-groups and ELs	5800: Professional/Consulting Services And Operating Expenditures Action Inquiry Training for trans-disciplinary units of study k-5 2,500 Restricted Lottery 5000-5999: Services And Other Operating Expenditures Subscription to online platform (TODDLE) to record student portfolios for IB units, manage units and resources for units
1.2	Instructional materials and supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.	All students, including students who perform below grade-level	2500.00 Site Formula Funds 4000-4999: Books And Supplies Instructional Materials and Supplies for STEM 2500.00 Site Formula Funds 4000-4999: Books And Supplies Regenerative Farm Supplies
1.3	Intervention Supports - By providing targeted intervention and stretch opportunities for our students who perform below-grade level will be supported to make yearly gains.	Students who perform below grade-level and/ or specific subgroups	80,000.00 Title I 1000-1999: Certificated Personnel Salaries 40% K-2 Early Literacy Intervention Teacher 45,000 Title I

			1000-1999: Certificated Personnel Salaries 50% Instructional Coach 9500.00 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants subs for differentiated and small group instruction
1.4	Collaborative inquiry/planning - By providing teachers opportunities to engage in collaborative inquiry, our curriculum, assessments, instructional practices, and goals will be developed to meet the needs of students across all grade levels and content areas.	All students	15,000.00 Title I 1000-1999: Certificated Personnel Salaries Teacher substitutes to administer Literably (K- 1day, 1st/2nd 3 full days, 2 (1/2 days) 5000 Title I 1000-1999: Certificated Personnel Salaries Weekly grade level planning 5000 District LCAP Funds 1000-1999: Certificated Personnel Salaries IB Planning Days for IB integration
1.5	Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.	All students, including students who perform below grade-level	2000 Restricted Lottery 5000-5999: Services And Other Operating Expenditures Subscription to online platform (TODDLE) to record student portfolios for IB units, manage units of study for alignment and resources for units 5000-5999: Services And Other Operating Expenditures Dreambox and Lexia 4500 5000-5999: Services And Other Operating Expenditures Literably Assessments K- 5th Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Raz Kids - digital library
1.6	Specialty Instruction - Through ongoing specialty instruction, we will support the whole child by providing opportunities for interdisciplinary learning.	All Students including sub-groups and ELs	0 1000-1999: Certificated Personnel Salaries Spanish Instruction for Students in Grades 2-5

			40,000 Ed Foundation 5800: Professional/Consulting Services And Operating Expenditures Regenerative Farming 0 Ed Foundation 5000-5999: Services And Other Operating Expenditures 15 Weeks of Visual Art Instruction for all students 5000 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Full Circle Composting Assembly and maintenance 1000-1999: Certificated Personnel Salaries Music Rhapsody Instruction for grades TK- 2nd
1.7	International Baccalaureate Primary Years Program - through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.	All Students including sub-groups and ELs	2500 Site Formula Funds 4000-4999: Books And Supplies Materials for IB Units 5000 District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Annual Teacher training for IB Programme 9000.00 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures IB Membership and Authorization Fee 60,000 Title I 1000-1999: Certificated Personnel Salaries 40%FTE for IB coordinator and coach
1.8	Parent Engagement - By creating opportunities for parents/families to be involved in their child's school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students.	Targeted support for specific subgroups that qualify for Title I services to increase their academic achievement.	1000 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures STEM and Literacy Family Nights

Annual Review

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

As we continue to grow in our development of the International Baccalaureate (IB) programme, this year marked a pivotal step forward. For the first time (since full authorization in 2022) we were fully staffed and resourced—with professional development, a dedicated IB coordinator, and the materials necessary to deliver the programme with fidelity. This represented a significant shift in our instructional model and overall academic direction.Our emphasis was on implementing student-led inquiry units. A focus on the design and delivery of IB units has led to measurable growth in teacher capacity—particularly in understanding and applying trans-disciplinary teaching approaches.While we did not meet our target of a 10% overall increase in proficiency, we did see promising movement: a 10% increase in the number of students shifting from "Standard Not Met" to "Nearly Met" or "Met" in both ELA and mathematics. This progress reflects meaningful growth toward our long-term goals and indicates that our instructional shifts—particularly through the IB framework—are beginning to take root.

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

Using our Prop 28 funding we added 15 weeks of visual arts instruction aligned to our IB units of study enhancing our trans-disciplinary units of study. Grades TK-2nd received 15 weeks of music instruction and grades TK and K 6 weeks of dance.

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

As we look ahead to next year, one of our main areas of focus will be to deepen our collective understanding of grade-level Common Core State Standards (CCSS). This work is essential to ensuring that each of our IB units is not only inquiry-driven and transdisciplinary, but also strongly grounded in the rigor and expectations of the CCSS.Our goal is to thoughtfully curate each unit so that it holds true to our instructional framework while maintaining clear pacing, coherence, and alignment across subject areas. By intentionally embedding direct instruction of CCSS-aligned skills within the context of meaningful, real-world learning experiences, we aim to further engage students and improve academic outcomes.This shift represents a continued evolution in our practice—one that prioritizes relevance, depth, and equity in learning, and strengthens our ability to deliver high-quality instruction within the IB framework.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Teachers need structured training on the newly adopted ELD curriculum to ensure consistent and effective delivery across all grade levels. This includes understanding the scope, sequence, and instructional strategies embedded within the curriculum.
>
> Educators require support in learning how to meaningfully integrate the ELD standards into core content instruction using a trans-disciplinary approach that aligns with our IB framework. Embedding these standards within our Units of Study will ensure ELs have equitable access to both language development and academic content.
>
> Teachers need clear guidance on the developmental progression of the ELD standards and how to appropriately scaffold instruction to meet the varying language needs of ELs across proficiency levels.
>
> Staff must be trained on interpreting ELPAC data and using it to guide instruction and support reclassification efforts. Focused professional development will help us move toward our goal of ensuring that at least 59% of ELs make progress toward English proficiency (Goal 4.4) and that our reclassification rate reaches 12% or higher (Goal 4.5).
>
> To supplement ELPAC data, we need access to and training on alternate forms of formative assessment that accurately capture student growth in listening, speaking, and writing. These tools will help diagnose learning needs more precisely and monitor progress over time.
>
> Our plan includes specific strategies to address the needs of LTELs, with a goal to reduce this population to no more than 18% (Goal 8.2), through targeted language interventions and differentiated instruction that accelerates their academic language development.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC overall scores	23% of students increased their overall score. 19.2 % maintained their level. 5 students at Level 1 13 students at Level 2 10 students at Level 3 1 student at Level 4	75% of English Learners at Will Rogers Learning Community will demonstrate an increase in one level by June 2026. Increase the number of students at Level 4 proficiency to 50% of total EL learners.
Reclassification Criteria	Current Number of EL students: 29 Current Number of RFEP monitored students: (10 of 12 remaining proficient on local and state measures) Number of students reclassified in 2024/2025: 0	Of the 29 EL students, we were able to reclassify all 5th graders except our three newcomers and one SPED student. By 2026 we anticipate a 90%reclassification rate for 5th graders and maintaining or progressing for our RFEP students.
CAASPP Assessments for 3rd-5th graders	CAASPP ELA scores from 23-24 were 71 points below standard. Declined by 18 points.	10% increase from the 2024-25 scores to met standard level. Students will gain 10 or more points towards the standard met in ELA.
F&P Running Record Assessment of Independent Reading		70% of students K-5 will meet grade level targets based on the Fountas and Pinnell IRL Leveling System
IB Learner Profile	Per the 10 Learner Profile Attributes	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners (under construction).
3rd-5th IAB ELA	SUBGROUP: English Learners Above Standard/Near Standard/Below Standard Grade 3: ELA: Research, Interpret and Integrate (0% 67% 33% Grade 3: Math: Number and Operations Fractions (0%67%33% Grade 4: ELA: Research, Interpret and Integrate (25%13%62% Grade 4: Math: Operations in Algebraic Thinking (25%13%62% Grade 5: ELA: Research, Interpret and Integrate (13%25%62% Grade 5: Math: Add and Subtract with Equivalent Fractions(0% 0%100%) SUBGROUP: Hispanic/ Latino AboveStandard/Near Standard/Below Standard Grade 3: ELA: Research, Interpret and Integrate (19%53%28%) Garde 3: Math: Number and Operations Fractions(11% 60% 29%) Grade 4: ELA: Research, Interpret and Integrate(6%52%6%) Grade 4: Math: Operations in Algebraic Thinking(10%43%47%)	Will score over the 38% in ELA

	Garde 5: ELA: Research, Interpret and Integrate (18%45%37%) Grade 5: Math: Add and Subtract with Equivalent Fractions (26%18%56%)	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional Development - By providing high-quality professional development for teachers/staff, on Tier ELD practices, specifically on understanding, teaching and designing lessons on the ELA, language standards.	EL Students; all students, including students who perform below grade-level	1000-1999: Certificated Personnel Salaries PD for teachers on designated/integrated EL PD to support teachers with integration to our IB units.
2.2	Instructional Materials and Supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.	EL Students; all students, including students who perform below grade-level	2000 Site Formula Funds 4000-4999: Books And Supplies Materials and Supplies to support learning and instruction District LCAP Funds 4000-4999: Books And Supplies Adopted ELD curriculum
2.3	Intervention Support and Activities - By providing targeted intervention, our students who perform below-grade level will be supported.	Targeted support for specific subgroups that qualify for Title I services to increase their academic achievement.	1000-1999: Certificated Personnel Salaries Language and Literacy Interventionist 4000-4999: Books And Supplies PALS intervention literacy program for grades K-3 4000-4999: Books And Supplies UFLI program and materials 1000-1999: Certificated Personnel Salaries 4th and 5th grade ELPAC 6 week course to support with reclassification 0 Title I 1000-1999: Certificated Personnel Salaries

			Full time instructional coach to support with ELD instruction
2.4	Collaborative Inquiry - Provide teachers opportunities to engage in collaborative inquiry, specifically around designing and teaching ELA specific language standards to inform the instruction of writing in at least one genre of writing.	EL Students; all students, including students who perform below grade-level	2,500.00 Title I 1000-1999: Certificated Personnel Salaries Teacher hourly to support planning
2.6	Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.	EL Students; all students, including students who perform below grade-level	Restricted Lottery 5000-5999: Services And Other Operating Expenditures Lexia
2.7	International Baccalaureate Primary Years Program - through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.	All Students including sub-groups and ELs	0 1000-1999: Certificated Personnel Salaries Spanish Language classes 2-5th grades 1000 Site Formula Funds 4000-4999: Books And Supplies Culturally Responsive Texts for Grand Conversations
2.8	International Baccalaureate - Through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.		
2.9	Parent Engagement - By creating opportunities for parents/families to be involved in their child's school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students.	Targeted support for specific subgroups that qualify for Title I services to increase student academic achievement and parent engagement.	1500.00 Title I 4000-4999: Books And Supplies Dia De Los Muertos and Cinco De mayo 2,500 Title I 5000-5999: Services And Other Operating Expenditures Send ELAC parent group to CABE conference

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While we were unable to hire a consultant as originally planned, however we successfully participated in 4 out of 6 professional development sessions offered through our educational services team. These sessions focused on strategies and supports for effective instruction of English Learners (ELs), helping build teacher capacity in both designated and integrated ELD practices.We plan to continue this professional development into the next school year to further strengthen our instructional approach and ensure consistency across classrooms. Additionally, we look forward to the upcoming ELD curriculum adoption, which will allow us to implement the program with greater fidelity and alignment across all grade levels.

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

This year, we successfully implemented the UFLI Foundations phonics and phonemic awareness program in grades K–2/3. Early indicators show strong student growth, particularly in foundational reading skills, as reflected in improved scores on the STAR assessments. These gains point to the positive impact of the program on early literacy development.While UFLI was not designed specifically for English Learners, we recognize that high-quality Tier 1 instruction benefits all students—especially ELs—as they acquire foundational reading and language skills. We are confident that continued implementation of UFLI with fidelity will support EL progress by building a strong base in phonemic awareness, decoding, and reading fluency.

In addition to Tier 1 supports, we piloted a 6-week ELPAC reclassification support class, taught by a JAMS teacher, and designed to serve a targeted group of twelve 4th and 5th grade English Learners. The class focused on developing listening, speaking, and writing skills aligned to ELPAC performance tasks, with the goal of accelerating students' readiness for reclassification.

These efforts reflect our commitment to building a comprehensive system of support for ELs, combining evidence-based early literacy instruction with targeted interventions aligned to reclassification goals. As we continue to expand these programs, we are focused on ensuring all students—especially our English Learners—have equitable access to the tools and instruction they need to thrive.

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

With the hiring of a full-time instructional coach next year, our goal is to strengthen the implementation of designated and integrated ELD across all grade levels. The coach will build on the professional development already provided through educational services and offer targeted coaching and support to teachers and grade-level teams.This coaching will focus on integrating ELD strategies into daily instruction, ensuring that English Learners receive consistent, high-quality language support in both designated and content-area lessons. By embedding these practices into core instruction, we aim to improve language development and academic outcomes for our EL students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Learning and Community Connection
By June 2025, Will Rogers Learning Community will develop shared values and school-wide practices that honor students' identities and promote wellness to build a sense of community and belonging. As measured by local assessments and surveys (Hanover Climate, Olweus, Healthy Kids, office referrals, student, parent and staff voice forums) and a 10% decrease of chronic attendance rates.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An emphasis on the need to prioritize development of a community that embodies the district's priorities of DEI and belonging, curiosity and empowerment. Practices by staff at Will Rogers Learning Community – include regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences.

By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The Site Leadership Team (SLT) and ELAC engage in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress.

Based on the assessment of the current SEL practices, WRLC strives to improve our work with SEL as they occur in the classroom as well as how staff interact with each other. We believe that given the diversity of our community both ethnically and socio-economically, that an emphasis on culturally sustainable practices would be beneficial. Through the development of student positive identities at the younger grades, we can help to foster a love for learning and positive student identities throughout their time at Will Rogers.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Peacemaker conflict-resolution reports	As of May 2025, 45 Peacemaker Facilitated Agreements were made between students. TK- 2nd Grade Reports: Approx. 7 monthly 3rd- 5th Grade Reports: Approx. 4 monthly	10% Reduction of reports that involve physical contact and inappropriate language.
Attendance Rates	2022-23 21% chronic absenteeism rate	The chronic absentee rate (students who miss 36 days or more during one

| | 2023-24 13% chronic absenteeism rate | school year) will be no more than 5% by 2025-2026%.

Improve the school daily attendance rate to meet or exceed 95%. |
|---|---|---|
| CA Heathy Kids survey | (78) 5th graders were assessed on CHHS.
In key areas students reporting "most" and "all of the time" at school:
84% school positive school-connectedness.
85% High school expectations
86% Anti-bullying Climate
86% Feel safe at school
86% Feel treated with respect
Do the adults on campus care about you?
57% All of the time
43% Most of the time
0%   Some of the time
0%   Never
Do you feel like you are part of this school?
36% All of the time
50% Most of the time
14% Some of the time
0%   Never | 10% increase in a positive reporting in identified key areas about their school experience. |
| Behavior Incident Reports | Incident/Behavior Referral Reports Submitted by Staff to Administration (*some reports include more than 1 student)
Gender:
19 Girls
61 Boys

Ethnicity of students:
52 BIPOC students
22 White/Other/ 2 or more races

Locations on Campus:
40 Yard during Recess or Lunchtime
6 Classroom
20 PE Class

Grade Levels:
48 in grades TK-2nd (*2 reports in TK/K grades)
15 in grades 3rd-5th

7 Students with 5 or more referrals | By Spring of 2026 10% reduction of total incident/behavior referrals submitted in total.

Reduction of number of 1st - 2nd referral by 35%.

Reduction of referrals by 25% in the following areas:
PE
Boys
BIPOC students |
| Risk and Threat Assessments | 2022-23= 20 risk assessments and 12 threat assessments
2023-24= 13 risk assessments and 2 threat assessments
2024-25 = 6 risk assessments and 2 threat assessments | Reduce this number by 5% each year |

Wellness Room/ Counseling/Skills based Small group sessions	45 students receiving individual counseling. By May 2025 we have 0 students on a waitlist. 5 skills-based targeted groups ran for 6 week sessions.	100% of students referred to counseling will have the opportunity through our community partners and site based counseling. Provide skills-based small group instruction as many groups as needed yearly.
Attendance at Parent Workshops, PTA meetings and Coffee with the principal	Parent Workshops average 0-15 parents PTA meetings- 0-25 parents Coffee with the Principal 0-15 parents	Increased family attendance at these workshops by holding them in-person, offering dinner and childcare. At least 20 or more families at each parent information community event.
Staff participation in SEL activities	Once a week practice of hosting community meetings, Responsive classroom activities, OLWEUS, Restorative Justice, Holding Space, soft start activities and SEL direct instruction in every classroom, daily. Implementation varies based on teacher training and experience.	100% of staff will be trained in level 1 and 2 of Restorative Practices and other SEL activities daily within their classroom. School-wide expectation to hold community meetings at least once within the school day.
IB Learner Profile	Monthly emphasis on one of the 10 Attributes of the IB Learner Profiles. Books highlighting each profile are showcased each month in the library and read in classrooms.	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners. Students will write weekly reflections on their progress citing examples of how they embody the profile.
Olweus Data	Has not been administered yet. (May 2025)	Reduction of bullying (verbal and exclusion) by at least 5% for girl sand 10% for boys.
Social Justice Standards	Focus was primarily on the identity standard.	Incorporation of the Social Justice standards into the curriculum TK-5. Students will be able to respond to events, situations, and interpersonal conflicts by utilizing the standards. 100% of teachers will implement identity strand standards into their instruction, at least once a month.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional Development - By providing high-quality professional development for teachers/staff, all students will benefit from exemplary instruction that includes the latest research-based practices/pedagogy. 1. All staff training on Trauma Informed Practices, DEI and Equity and Restorative Justice. 2. Train Campus Monitors for playgrounds, lunch area, and drop off zones. Focus on conflict	All students including subgroups and ELs	30,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Social-Emotional PD: RJ, Trauma Informed Practices, DEI and equity 2500 Title I

	resolution, de-escalation strategies and safe supervision.		4000-4999: Books And Supplies Maintain the Wellness Room
3.2	Instructional Materials and Supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials. 1. Implement Second Step Curriculum across TK-5th	All students including subgroups and ELs	0 Ed Foundation 4000-4999: Books And Supplies Instructional Materials and Supplies- culturally responsive texts 2500.00 Site Formula Funds 4000-4999: Books And Supplies Art cart supplies for lunchtime 4000-4999: Books And Supplies Second Step Curriculum
3.3	Intervention Support and Activities - By providing targeted intervention, our students who perform below-grade level will be supported. 1. Implement and integrate an approach to teaching that improves teaching practices, student achievement, and school climate. Through the use of Skills-based counseling groups, Restorative Practices, Community Meetings, Second Step Curriculum and SEL practices. Implement Olweus to supplement SEL practices in the specific area of bullying. 2. Administration will hold regular attendance conferences for families with Chronic Attendance patterns in conjunction with SSTs and formal and informal parent conferences. 3. Hire additional Campus Monitors for playgrounds, lunch area, and drop off zones to ensure safe supervision for the size of our facility.	All students and targeted support for specific subgroups that qualify for Title I services to increase student academic achievement.	500.00 Title I 5900: Communications Printing and publication of materials 5000 Title I 2000-2999: Classified Personnel Salaries Additional Campus Monitors 10,000 Title I 5000-5999: Services And Other Operating Expenditures Lunchtime hosted Structured Play Opportunities
3.4	Collaborative Inquiry - By providing teachers opportunities to engage in collaborative inquiry, our curriculum, assessments, instructional practices, and goals will be developed to meet the needs of students across all grade levels and content areas.	All students including subgroups and ELs	10,000 Title I 1000-1999: Certificated Personnel Salaries 1, 2 and 3rd Grade Level Meetings
3.5	Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.	All students including subgroups and ELs	2500 Title I 5000-5999: Services And Other Operating Expenditures School-wide Parent-teacher communication tool; Parent Square
3.6	Specialty Instruction - Through ongoing specialty instruction, we will support the whole child by providing opportunities for interdisciplinary learning. 1. Expand our 4th and 5th grade Peacemaker program which trains student leaders to support	All students including subgroups and ELs	250 Title I 4000-4999: Books And Supplies Peacemaker Program Materials

		students on the yard with low level conflict mediation. 2. Supplement cost for 5th graders to attend Pali Camp.		8500 Title I 5000-5999: Services And Other Operating Expenditures Pali Camp Outdoor Science School Transportation
3.7		International Baccalaureate - Through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.	All students including subgroups and ELs	1000-1999: Certificated Personnel Salaries Spanish Language teacher
3.8		Parent Engagement - By creating opportunities for parents/families to be involved in their child's school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students. 1. Cultural Events: (Cinco De Mayo Festival) 2. ELAC meetings 3. Parent Support Group Monthly Meetings 4. Family Nights (STEM, MATH, ELA) 5. Coffee with the Principal on RJ, conflict resolution and SEL	All students and targeted support for specific subgroups that qualify for Title I services to increase student academic achievement.	1500 Title I 2000-2999: Classified Personnel Salaries Custodial Staff for Cinco de Mayo 2000 Site Formula Funds 2000-2999: Classified Personnel Salaries Parent Support Group 45,000 Title I 5000-5999: Services And Other Operating Expenditures School Counselor 60,000 Title I 1000-1999: Certificated Personnel Salaries Full-time LSCW or MSW

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year has been a period of substantial learning, growth, and innovation as we focused on strengthening our school's approach to social-emotional learning (SEL) and community building. Our work centered on identifying student needs, developing responsive interventions, and exploring effective ways to collect data that reflect progress in this vital area.

We made substantial progress by developing and implementing practices that support relationship building and SEL across the school. With guidance from our Student Services team, we created a Positive Behavior Framework that promotes shared expectations and a proactive, supportive school climate. On the playground, we saw a decrease in behavioral incidents by introducing structured play opportunities and real-time coaching during free play, aimed at teaching social skills such as turn-taking, inclusion, fair play, and conflict resolution.

We also provided targeted social skills instruction through our supervision staff, counselors, and Hazel Health professionals. These supports were further reinforced through the implementation of the Second Step SEL curriculum, which provided structured lessons on empathy, emotional regulation, and problem-solving for all students.

To meet increasing mental health needs, we expanded our mental health team, including counselors who now support over 40 students in individual counseling. Additionally, we facilitated five skill-based small groups focused on SEL competencies and behavioral support.

Another important milestone was the development of our Wellness Room—a calming, low-stimulation environment designed to support students in processing emotions and regulating their nervous systems. Guided by our wellness coaches and counselors, students use the space for restorative conversations, mindfulness, emotional regulation, and creative, sensory-based activities. The Wellness Room includes tools such as sensory integration toys, art supplies, and calming activities that help students build an emotional toolbox and develop strategies for self-understanding and peer connection.

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

Although not originally included in our school plan, a significant and impactful initiative this year was our collaboration with JAMS pathway teachers through six professional development sessions facilitated by the National Center for Safe and Supportive Schools (NCSSS). This work is part of a two-year initiative aimed at equipping educators with the knowledge and tools to implement culturally responsive, trauma-informed practices that promote student well-being and equity.

Through this collaboration, our teachers engaged in structured dialogue and planning around how to address trauma, support mental health, and develop responsive interventions. Topics included understanding trauma's impact on learning, building healing-centered school environments, and integrating mental health supports into daily school practice. This work directly aligns with the principles of Comprehensive School Mental Health Systems (CSMHSs), which emphasize school-wide strategies for promoting social-emotional learning, mental wellness, and a positive school climate.

The NCSSS framework also supports our commitment to creating Culturally Responsive and Equitable Schools— environments in which students' and families' cultural identities are not only recognized but actively integrated into policies, instruction, and school culture. This includes efforts to dismantle systems of inequity, address power imbalances, and build systems where all students and educators can thrive.

Furthermore, by becoming more trauma-informed, our school is taking proactive steps to reduce the impact of adverse experiences on students and staff. Educators are now more prepared to recognize the signs of trauma, respond with empathy and structure, and cultivate classrooms that foster healing and resilience.

This ongoing collaboration has deepened our understanding of how trauma, equity, and culturally responsive education intersect—and it is informing both current practices and future planning as we continue to prioritize the wellness and success of all students, particularly those most impacted by systemic barriers.

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

While these efforts have laid a strong foundation, we recognize that measuring growth in SEL and school climate remains a challenge. This year, in partnership with our School Site Council (SSC), we began collecting "street data"— qualitative, student voice-driven insights that help us better understand the lived experiences of our students. This data provides important context beyond traditional metrics and helps us identify areas for continued improvement.As we move forward, we are committed to identifying more authentic and culturally relevant ways to assess SEL growth and deepen our understanding of what a supportive, inclusive school climate looks and feels like from the perspective of our students.

Through these strategies, we aim to cultivate a safe, inclusive, and respectful learning environment where all students can thrive—socially, emotionally, and academically.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$$336,670.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$485,750.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$396,750.00

Subtotal of additional federal funds included for this school: $396,750.00

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

State or Local Programs	Allocation ($)
	$4,500.00
District LCAP Funds	$10,000.00
Ed Foundation	$40,000.00
Restricted Lottery	$4,500.00
Site Formula Funds	$30,000.00

Subtotal of state or local funds included for this school: $89,000.00

Total of federal, state, and/or local funds for this school: $485,750.00

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
American Book Drive	957.93	957.93
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (Ed Foundation)		
Title I	220,681.33	-176,068.67

Expenditures by Funding Source

Funding Source	Amount
	4,500.00
District LCAP Funds	10,000.00
Ed Foundation	40,000.00
Restricted Lottery	4,500.00
Site Formula Funds	30,000.00
Title I	396,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	282,500.00
2000-2999: Classified Personnel Salaries	18,000.00
4000-4999: Books And Supplies	17,250.00
5000-5999: Services And Other Operating Expenditures	77,500.00
5800: Professional/Consulting Services And Operating Expenditures	90,000.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		0.00

5000-5999: Services And Other Operating Expenditures		4,500.00
1000-1999: Certificated Personnel Salaries	District LCAP Funds	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	District LCAP Funds	5,000.00
4000-4999: Books And Supplies	Ed Foundation	0.00
5000-5999: Services And Other Operating Expenditures	Ed Foundation	0.00
5800: Professional/Consulting Services And Operating Expenditures	Ed Foundation	40,000.00
5000-5999: Services And Other Operating Expenditures	Restricted Lottery	4,500.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	2,000.00
4000-4999: Books And Supplies	Site Formula Funds	13,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	15,000.00
1000-1999: Certificated Personnel Salaries	Title I	277,500.00
2000-2999: Classified Personnel Salaries	Title I	16,000.00
4000-4999: Books And Supplies	Title I	4,250.00
5000-5999: Services And Other Operating Expenditures	Title I	68,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00
5900: Communications	Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	296,000.00
Goal 2	9,500.00
Goal 3	180,250.00

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

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Lila Daruty	Principal
Norma Bozin	Classroom Teacher
Maureen Reilly	Classroom Teacher
Sally Miller	Classroom Teacher
Evan McGee	Parent or Community Member
Tristen Gartrell	Parent or Community Member
Paola Vezulli	Parent or Community Member
Gabriela Gonzalez	Other School Staff
Cynthia Gomez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Avila	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 5/16/2025.

Attested:

signature	Principal, Lila Daruty on 5/22/2025
signature	SSC Chairperson, Sally Miller on 5/22/25

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

            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.

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023