School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Will Rogers Middle School	34-67447-6034870	May 19, 2026	June 23, 2026

Purpose and Plan Summary

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

X Schoolwide Program

X Additional Targeted Support and Improvement

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

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

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

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

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The Will Rogers Middle School plan was developed with input from the following groups and committees:
School Site Council
Teachers provided input
The Leadership Team
Student listening sessions
Network Improvement Committee
The following data was shared with our educational partners:

2025-2026 iReady ELA Data Winter
Overall, students' proficiency rate at grade level or above was 26%
ELA proficiency rates for 6th grade at or above grade level was 17%
ELA proficiency rates for 7th grade at or above grade level was 34%
ELA proficiency rates for 8th grade at or above grade level was 28%

2025-2026 ATSI iReady ELA Winter
Overall proficiency rates for Homeless was 26%

2025-2026 iReady Math Data Winter
Overall, students' proficiency rate at grade level or above was 18%
Math proficiency rates for 6th grade at or above grade level was 13%

Math proficiency rates for 7th grade at or above grade level was 19%
Math proficiency rates for 8th grade at or above grade level was 22%

2025-2026 ATSI iReady Math Winter
Overall proficiency rates for Homeless was 13%

ATSI groups:
Based on the above school data and our students impacted by ATSI data, the staff and School Site Council recognizes a disproportionate achievement rate among Homeless students. The above data was shared with teachers and SSC members throughout the school year.

2025-2026 Attendance Data YTD: Attendance Rate 91%

ATSI subgroup data is as follows: Homeless at 83%
Attendance team interventions will continue, and students will be supported.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.52%	%	0.53%	3		3
African American	6.88%	6.91%	7.19%	40	39	41
Asian	4.82%	4.96%	6.32%	28	28	36
Filipino	1.38%	1.24%	0.88%	8	7	5
Hispanic/Latino	31.67%	34.04%	36.67%	184	192	209
Pacific Islander	0.52%	1.42%	1.75%	3	8	10
White	43.55%	42.73%	38.42%	253	241	219
Multiple/No Response	10.67%	8.69%	8.25%	62	49	47
			Total Enrollment	581	564	570

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	164		175
Grade 7	195		204
Grade 8	222		191
Total Enrollment	581		570

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	102	112	130	14.4%	17.6%	22.8%
Fluent English Proficient (FEP)	83	93	102	13.4%	14.3%	17.9%
Reclassified Fluent English Proficient (RFEP)	25				18.52%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
564	**76.2%**	**19.9%**	**0.0%**
Total Number of Students enrolled in Will Rogers Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	19.9%
Foster Youth	0	0.0%
Homeless	48	8.5%
Socioeconomically Disadvantaged	430	76.2%
Students with Disabilities	116	20.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	6.9%
American Indian	0	0.0%
Asian	28	5%
Filipino	7	1.2%
Hispanic	192	34%
Two or More Races	49	8.7%
Pacific Islander	8	1.4%
White	241	42.7%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Red		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	5	2	0	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
41.2 points below standard	83.9 points below standard	150.2 points below standard
Maintained 0 points	Increased 5 points	Declined 20.1 points
489 Students	129 Students	18 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	80.8 points below standard	47.9 points below standard
	Increased 63.2 points	Maintained 2.6 points
0 Students	40 Students	384 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
88.8 points below standard	56.6 points below standard	0 Students
Increased 18.8 points	Increased 14.8 points	
102 Students	31 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
43.8 points below standard	Fewer than 11 students - No Data for Privacy	58.8 points below standard
Increased 23 points	7 Students	Declined 7.9 points
21 Students		168 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
36.4 points below standard	Fewer than 11 students - No Data for Privacy	28.9 points below standard
Increased 4.9 points	8 Students	Maintained 0.9 points
39 Students		216 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing student groups are Students with Disabilities, English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students, as they are all performing significantly below standard compared to the overall student population, with LTELs, SWD, and ELs showing the largest gaps.There are no Red groups, but the lowest-performing groups compared to overall (Orange, -41.2) are:

Students with Disabilities

88.8 points below standard (Orange)

English Learners (ELs)

83.9 points below standard (Orange)

Hispanic Students

58.8 points below standard (Orange, and declined)

Socioeconomically Disadvantaged (SED)

47.9 points below standard (Orange)

Long-Term English Learners (LTELs) (no color but critical)

150.2 points below standard (declined significantly)

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

These results were likely influenced by inconsistent Tier 1 instruction, limited schoolwide implementation of effective strategies for English Learners and Students with Disabilities, inconsistent progress monitoring, and a reliance on interventions without fully strengthening core instruction, combined with competing priorities that impacted focus and urgency.

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

To improve outcomes, the school needs stronger Tier 1 instructional support, additional ELD and intervention personnel, targeted programs for ELs and LTELs, structured collaboration time for data-driven instruction, and access to instructional materials and professional development focused on differentiation, academic language, and literacy strategies.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	1	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
91.3 points below standard	118 points below standard	171.2 points below standard
Declined 6.6 points	Maintained -1.3 points	Maintained -2.9 points
493 Students	138 Students	18 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	152.8 points below standard	98.3 points below standard
	Increased 39.7 points	Declined 5.2 points
0 Students	41 Students	388 Students

Students with Disabilities	African American	American Indian
Orange 136.7 points below standard Increased 17.9 points 101 Students	Red 140.5 points below standard Declined 9.4 points 31 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 90.8 points below standard Maintained 2.4 points 22 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Red 101.8 points below standard Maintained -1.2 points 166 Students
Two or More Races	**Pacific Islander**	**White**
Yellow 66.6 points below standard Increased 14.8 points 38 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Orange 80.7 points below standard Declined 13.6 points 222 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing student groups in Mathematics are English Learners (-118 points below standard), Socioeconomically Disadvantaged students (-98.3), African American students (-140.5), and Hispanic students (-101.8), all performing at the Red level, significantly below the overall student average of -91.3 points (Orange); additionally, Long-Term English Learners (-171.2), while not assigned a performance color due to small sample size, represent the largest achievement gap, indicating a critical area of need.

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

These results were likely influenced by inconsistent Tier 1 math instruction, limited integration of academic language supports for English Learners, gaps in addressing foundational math skills, inconsistent progress monitoring, and competing priorities that impacted a strong, unified focus on instructional practices and student outcomes.

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

To improve outcomes, the school needs stronger Tier 1 math instruction with a focus on conceptual understanding and language development, additional intervention support and personnel, structured time for data-driven collaboration, targeted programs for English Learners and high-need students, and professional development along with instructional materials aligned to effective math practices.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	3	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
49.6 science points	39.3 science points	Fewer than 11 students - No Data for Privacy
Increased 2.9 points	Maintained 1.5 points	5 Students
170 Students	41 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	33.5 science points	47.4 science points
0 Students	13 Students	Increased 2 points
		130 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
46.3 science points	42.9 science points	0 Students
Increased 12.1 points	Increased 2.6 points	
32 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	45.9 science points
8 Students	4 Students	Maintained 1.2 points
		52 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	53.5 science points
9 Students	1 Student	Increased 4.8 points
		84 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing student group in Science is English Learners, performing at the Orange level with 39.3 points, which is significantly below the overall All Students performance of 49.6 points (Green); additionally, Hispanic students (45.9 points, Yellow) are slightly below the overall average, indicating a smaller but notable gap, while all other reported groups are performing at Green or above or do not have sufficient data.

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

These results may reflect stronger overall Tier 1 science instruction, but continued gaps for English Learners suggest a need for more consistent integration of academic language development, structured discourse, and targeted scaffolds to ensure full access to grade-level content.

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

To improve outcomes, the school will need to strengthen integrated ELD within science instruction, provide targeted support and scaffolds for English Learners, ensure access to hands-on and language-rich science materials, and continue professional development focused on academic vocabulary, discourse, and equitable access to rigorous science content.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	No Performance Color
42 making progress.	20 making progress.
Number Students: 88 Students	Number Students: 20 Students

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

2025 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
18.6%	38.4%	1.2%	41.9%

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

The lowest performing group is English Learners, with an overall Red performance level and only 42% making progress toward English proficiency, while Long-Term English Learners show particularly low progress at 20%, indicating a significant gap in language development and reclassification readiness.

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

These results likely reflect inconsistent implementation of designated and integrated ELD, limited opportunities for structured academic language practice, insufficient progress monitoring of ELPI levels, and a lack of targeted support for Long-Term English Learners to accelerate language acquisition.

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

Improving outcomes will require a stronger, more consistent ELD program, targeted support for Long-Term English Learners, professional development on language acquisition strategies, structured opportunities for academic discourse, and ongoing data monitoring to ensure students are progressing across ELPI levels.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

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

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
34% Chronically Absent	28.4% Chronically Absent	33.3% Chronically Absent
Declined 0.8	Declined 1.4	Declined 1.1
609 Students	134 Students	24 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Orange
Fewer than 11 students - No Data for Privacy	55.2% Chronically Absent	35.3% Chronically Absent
	Declined 9.4	Declined 1.7
2 Students	58 Students	484 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
37.7% Chronically Absent	41.5% Chronically Absent	0 Students
Declined 3.6	Declined 3.8	
130 Students	41 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
21.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	36.3% Chronically Absent
Declined 2.3	7 Students	Declined 0.6
33 Students		201 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Red
32.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	33.6% Chronically Absent
Declined 0.7	9 Students	Increased 0.7
53 Students		265 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing student group is White students, identified at the Red level with 33.6% chronically absent, showing an increase (+0.7), while several groups are also performing worse than the overall All Students rate of 34% (Orange), including Homeless students (55.2%), African American students (41.5%), Students with Disabilities (37.7%), and Hispanic students (36.3%), indicating widespread attendance concerns across multiple student groups.

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

These results likely reflect ongoing challenges with student engagement, inconsistent attendance systems, limited early intervention for attendance concerns, and external factors such as health, transportation, and family barriers, along with a need for stronger schoolwide ownership of attendance.

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

Improving outcomes will require a more robust attendance system that includes early identification and intervention, increased family outreach and support, access to counseling and social-emotional services, collaboration with community resources, and dedicated personnel to monitor and address chronic absenteeism consistently.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

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

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	3	0	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	No Performance Color
12.4% suspended at least one day	8.8% suspended at least one day	16% suspended at least one day
Declined 0.5%	Declined 0.9%	Increased 2.2%
629 Students	137 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - No Data for Privacy	27.4% suspended at least one day	12.2% suspended at least one day
	Increased 5.9%	Declined 2%
3 Students	62 Students	498 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
17.8% suspended at least one day	33.3% suspended at least one day	0 Students
Increased 4.1%	Declined 0.8%	
135 Students	45 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
9.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.6% suspended at least one day
Increased 3.4%	7 Students	Declined 1.8%
33 Students		208 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Yellow
20.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.9% suspended at least one day
Increased 5%	9 Students	Declined 1.1%
54 Students		273 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The lowest performing student groups are Homeless students (27.4%, Red, increased +5.9), Students with Disabilities (17.8%, Red, increased +4.1), and Two or More Races (20.4%, Red, increased +5), all significantly higher than the overall All Students rate of 12.4% (Orange); additionally, African American students (33.3%, Orange), while not Red, have the highest suspension rate overall, indicating a significant disproportionality concern.

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

These results likely reflect inconsistent implementation of behavior expectations, limited access to proactive supports such as restorative practices and social-emotional interventions, and a reliance on exclusionary discipline, particularly impacting high-need student groups.

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

Improving outcomes will require strengthening Tier 1 behavior systems, expanding access to counseling and social-emotional supports, increasing staff training in restorative practices and de-escalation strategies, and providing additional personnel and structured interventions to proactively support students before behaviors escalate to suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

Data reviewed to monitor progress includes surveys, local assessments, suspension data, attendance records, empathy-gathering sessions, and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. While there was CAASPP testing in the previous year, the results from 2025-2026 will be used as a driver for action in planning for the next school year.

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

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

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

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

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	41.2 points below standard	+3 scale score points
	English Learners	83.9 points below standard	
	Foster Youth		
	Homeless	80.8 points below standard	
	Socioeconomically Disadvantaged	47.9 points below standard	
	Students with Disabilities	88.8 points below standard	
	African American	56.6 points below standard	
	American Indian		
	Asian	43.8 points below standard	
	Filipino		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Hispanic	58.8 points below standard	
	Two or More Races	36.4 points below standard	
	Pacific Islander		
	White	28.9 points below standard	
Math State Assessment: Change in scale score	All Students	91.3 points below standard	+3 scale score points
	English Learners	118 points below standard	
	Foster Youth		
	Homeless	152.8 points below standard	
	Socioeconomically Disadvantaged	98.3 points below standard	
	Students with Disabilities	136.7 points below standard	
	African American	140.5 points below standard	
	American Indian		
	Asian	90.8 points below standard	
	Filipino		
	Hispanic	101.8 points below standard	
	Two or More Races	66.6 points below standard	
	Pacific Islander		
	White	80.7 points below standard	
English Language Learner State Assessment:	42		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	18.52%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide resources—including supplemental materials, supplies, and classified support—to enhance student participation in extracurricular programs, the arts, athletics, and school events such as promotion and recognition activities.	X All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	2308.00 1000.00 1,000	School year 2026-2027

			4000-4999: Books And Supplies		
1.2	Allocate release time for grade-level teams to collaboratively design cross-curricular and interdisciplinary learning experiences that foster student engagement, deepen understanding, and support a more dynamic and connected learning environment for all students.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4772.00 3000	School year 2026-2027
1.3	Increase parent involvement and connectedness to school and community—materials and supplies, including but not limited to snacks and refreshments.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000.00	School year 2026-2027
1.4	Provide professional development opportunities—	X All Students English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	22200.00 5000.00	School year 2026-2027

	including conferences, workshops, and release time—centered on data-informed dialogue, evidence-based instructional strategies, student engagement, and the integration of social-emotional learning with academic rigor to strengthen instructional effectiveness.	Lowest Performing	5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6259	
1.5	Increase academic achievement in English Language Arts and Mathematics for students performing below grade level through targeted after-school tutoring support.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic/Latino, Students with Disabilities	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5309.00 5000.00	School year 2026-2027

1.6	Strengthen instructional practices schoolwide by providing professional development on AVID strategies and access to supplemental materials that promote college and career readiness, critical thinking, organization, and student engagement.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	13000.00	School year 2026-2027
1.7	Provide culturally relevant and contemporary texts, library resources, and media technology to enrich instruction and reflect the diverse backgrounds of our students. Supplement instructional technology to enhance digital literacy and reduce the digital divide, ensuring equitable access	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	25924.00 30,000.00	School year 2026-2027

	to learning tools for all students.				
1.8	Support student connectedness, equity, and participation in physical education by purchasing and providing PE uniforms for students in need.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8813.00	School year 2026-2027
1.9	Promote effective school-to-home communication through paper, post cards, and agendas.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4000	School year 2026-2027
1.10	Compensate staff for collaborating and extra assignments to improve EL outcomes.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	3000 1000	School Year 2026-2027

			2000-2999: Classified Personnel Salaries		
1.11	.	All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

At the start of the 2025-2026 school year, Will Rogers ICT and Records clerk made frequent calls to families who did not show up for the start of school. This contributed to an improvement of students returning to school within the first couple of days. The Will Rogers Attendance Review Team met with the district's Attendance Improvement Program (AIP) to create goals surrounding improved attendance as well as plans to support students and families with chronic absenteeism. Monitoring attendance did not provide comprehensive information. We had to drill down the information to see what target areas had room for growth, like tardies vs. cuts.

We also spent more time looking at which groups, as the ATSI, were in more need of attendance intervention. Having our attendance clerk work an additional hour each day was crucial to keeping up with the communication and the needs of parents, as well as our school community intervention specialist.

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

In spring of 2026 the Attendance team increased interventions through meetings with families, home visits, and habitual truancy conferences. The team increase positive daily attendance by 3%.

2025-26

Identified Need

Will Rogers will increased our student attendance rate by 0.78% (up from 91%) by utilizing data driven student interventions. Steps will including improving communication with families, and utilizing intervention attendance team and grade level teams.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	34% Chronically Absent	-0.5%
	English Learners	28.4% Chronically Absent	
	Foster Youth		
	Homeless	55.2% Chronically Absent	
	Socioeconomically Disadvantaged	35.3% Chronically Absent	
	Students with Disabilities	37.7% Chronically Absent	
	African American	41.5% Chronically Absent	
	American Indian		
	Asian	21.2% Chronically Absent	
	Filipino		
	Hispanic	36.3% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 32.1% Chronically Absent Pacific Islander White 33.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.4%	92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	0.12%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Attendance incentive program, through the Attendance Celebrations Committee, to help increase student attendance.Materials and supplies for staff to support student academic, socio-emotional, and attendance success.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS,Homeless, SWD	Title I Part A Site Allocation 4000-4999: Books And Supplies	3000	School year 2026-2027
2.2	Develop and support patterns of regular attendance for all students. Increase Attendance. An additional hour added to the Attendance clerks time to support attendance improvement.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS,Homeless, SWD	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	12,000 1000	School year 2026-2027

2.3	Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	10,000	School year 2026-2027
2.4	Provide experiences, including academic field trips for students. Includes transportation and fees.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS,Homeless, SWD	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	51549 13600	School year 2026-2027
2.5	Implement a School Community Intervention Specialist position to address	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless, SWD	Title I Part A Site Allocation 2000-2999: Classified	53,419 41048	School year 2026-2027

	chronic absenteeism. PC39936		Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.6	Expand equitable access to extracurricular activities, clubs, and enrichment opportunities that support student engagement and academic success, with targeted outreach to underrepresented and at-risk students. Success will be measured by increased participation, improved attendance, academic growth, and positive student feedback on school connectedness.	X All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8500 1000 4000	School year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

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

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

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

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

Given the data from fall 2026 for suspensions identifying AA, HIS, Homeless, and SED continues to increase for specific incidents an intervention team was created to review data. Alternatives to suspension were put into place to support student behaviors. Groups and clubs to support student connectedness to Will Rogers. PBIS also utilizing SWIS data for major and. minor referrals to provide opportunities for staff input.

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	12.4% suspended at least one day	-0.3%
	English Learners	8.8% suspended at least one day	
	Foster Youth		
	Homeless	27.4% suspended at least one day	
	Socioeconomically Disadvantaged	12.2% suspended at least one day	
	Students with Disabilities	17.8% suspended at least one day	
	African American	33.3% suspended at least one day	
	American Indian		
	Asian	9.1% suspended at least one day	
	Filipino		
	Hispanic	9.6% suspended at least one day	
	Two or More Races	20.4% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	White 9.9% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	45.8%	75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	55.6%	75%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	1.2%	25%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Staff collaboration by providing resources and compensation for educators to work together in analyzing data, planning targeted interventions, and improving instructional practices. These collaborative	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 5000-5999: Services And Other	16,000 3000	School year 2026-2027

	efforts help ensure all students, especially those most at risk, receive the support they need to succeed. Funds may also be used for professional development and team-based strategies that promote equity and academic growth.		Operating Expenditures		
3.2	Provide training for student leadership groups, including WEB (Where Everybody Belongs), to strengthen school culture, promote student connectedness, and foster a positive campus climate.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, HIS, AS, HM, SWD, ToM, White	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental	1,000 8000 1,000	School year 2026-2027

			Site Allocation 4000-4999: Books And Supplies		
3.3	Provide targeted social-emotional learning (SEL) curriculum and supplemental materials to support students experiencing social or behavioral challenges, fostering a safe, inclusive, and emotionally supportive learning environment. Implement restorative justice practices and provide restorative justice training for staff to promote accountability, repair harm, strengthen relationships, and build a positive school community.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7,000 2000 3000	School year 2026-2027

3.4	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor PC 35686	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	35,000 9119.00	School year 2026-2027
3.5	1. Materials and supplies for parent involvement and community events. 2 Utilize parents to increase home/school connectedness in the Rogers Community	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Parent Involvement 4000-4999: Books And Supplies	3379.00 1000	School year 2026-2027

3.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
3.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development instruction base on language proficiency levels.	August 2026- June 2027	ELD teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support in core content classes outside of ELD.	August 2026- June 2027	BIA - Russian/Ukrainian	2000-2999: Classified Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Support students, families, and learning environments. Support passing periods, lunch, and before/after school dismissalStudent support can look like (but not limited to): Conflict Mediation, Attendance intervention, and home visits.	August 2026-June 2027	School Community Worker	2000-2999: Classified Personnel Salaries		

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional high, middle school and K-8 school counseling services for parents and students in education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	August 2026-August 2027	Counselor	1000-1999: Certificated Personnel Salaries		

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	72,480	0.00
Title I Part A Site Allocation	358,340	0.00
Title I Part A Parent Involvement	4,379	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	72,480.00
Title I Part A Parent Involvement	4,379.00
Title I Part A Site Allocation	358,340.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	90,580.00
2000-2999: Classified Personnel Salaries	87,107.00
3000-3999: Employee Benefits	50,167.00
4000-4999: Books And Supplies	43,924.00
5000-5999: Services And Other Operating Expenditures	155,421.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	16,808.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	14,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	31,672.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	8,000.00

2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	3,379.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	73,772.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	81,728.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	50,167.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	28,924.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	123,749.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	146,585.00
Goal 2	199,116.00
Goal 3	89,498.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Vanessa Adolphson	Principal
Andrea McMahon	Classroom Teacher
Kaitlyn Berry	Classroom Teacher
Svetlana Frankenberger	Classroom Teacher
Rachel Gardner	Other School Staff
Riaynette Rizzo	Parent or Community Member
Hildeliza Ruiz-Medrano	Parent or Community Member
JC	Secondary Student
RM	Secondary Student
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/19/26.

Attested:

	Principal, Vanessa Adolphson on 5/19/26
	SSC Chairperson, Hildeliza Ruiz Medrano on 5/19/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

  1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

     a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

     b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

     c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

  1. Ensure that those students' difficulties are identified on a timely basis; and
  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Will Rogers Middle School

Funding Source: LCFF Supplemental Site Allocation **$72,480.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase parent involvement and connectedness to school and community—materials and supplies, including but not limited to snacks and refreshments.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Provide resources—including supplemental materials, supplies, and classified support—to enhance student participation in extracurricular programs, the arts, athletics, and school events such as promotion and recognition activities.	1000-1999: Certificated Personnel Salaries	$2,308.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Support student connectedness, equity, and participation in physical education by purchasing and providing PE uniforms for students in need.	5000-5999: Services And Other Operating Expenditures	$8,813.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

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

	1000-1999: Certificated Personnel Salaries	$3,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

	5000-5999: Services And Other Operating Expenditures	$6,259.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.
Expand equitable access to extracurricular activities, clubs, and enrichment opportunities that support student engagement and academic success, with targeted outreach to underrepresented and at-risk students. Success will be measured by increased participation, improved attendance, academic growth, and positive student feedback on school connectedness.	1000-1999: Certificated Personnel Salaries	$8,500.00	Healthy Environments for Socio-Emotional Growth	
	5000-5999: Services And Other Operating Expenditures	$13,600.00	Healthy Environments for Socio-Emotional Growth	
	2000-2999: Classified Personnel Salaries	$1,000.00	Healthy Environments for Socio-Emotional Growth	

Will Rogers Middle School

Provide training for student leadership groups, including WEB (Where Everybody Belongs), to strengthen school culture, promote student connectedness, and foster a positive campus climate.	1000-1999: Certificated Personnel Salaries	$1,000.00	Engaging Academics
Provide targeted social-emotional learning (SEL) curriculum and supplemental materials to support students experiencing social or behavioral challenges, fostering a safe, inclusive, and emotionally supportive learning environment. Implement restorative justice practices and provide restorative justice training for staff to promote accountability, repair harm, strengthen relationships, and build a positive school community.	4000-4999: Books And Supplies	$7,000.00	Engaging Academics
	5800: Professional/Consulting Services And Operating Expenditures	$8,000.00	Engaging Academics
	1000-1999: Certificated Personnel Salaries	$2,000.00	Engaging Academics
	4000-4999: Books And Supplies	$1,000.00	Engaging Academics
	5000-5999: Services And Other Operating Expenditures	$3,000.00	Engaging Academics
	4000-4999: Books And Supplies	$2,500.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures:	$74,980.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Will Rogers Middle School

Funding Source: Title I Part A Parent Involvement **$4,379.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$1,000.00	Engaging Academics	
1. Materials and supplies for parent involvement and community events. 2 Utilize parents to increase home/school connectedness in the Rogers Community	2000-2999: Classified Personnel Salaries	$3,379.00	Engaging Academics	
Title I Part A Parent Involvement Total Expenditures:		$4,379.00		
Title I Part A Parent Involvement Allocation Balance:		$0.00		

Funding Source: Title I Part A Site Allocation **$358,340.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	$3,000.00	Engaging Academics	
	3000-3999: Employee Benefits	$9,119.00	Engaging Academics	
Monetary supports for field trips	5000-5999: Services And Other Operating Expenditures	$15,000.00	Clear Pathways to Bright Futures	
Purchase materials to support hands on activities for Art, Bike repair and small engine classes.	4000-4999: Books And Supplies	$1,000.00	Clear Pathways to Bright Futures	
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor PC 35686	1000-1999: Certificated Personnel Salaries	$35,000.00	Engaging Academics	

	1000-1999: Certificated Personnel Salaries	$4,000.00	Healthy Environments for Socio-Emotional Growth
Staff collaboration by providing resources and compensation for educators to work together in analyzing data, planning targeted interventions, and improving instructional practices. These collaborative efforts help ensure all students, especially those most at risk, receive the support they need to succeed. Funds may also be used for professional development and team-based strategies that promote equity and academic growth.	1000-1999: Certificated Personnel Salaries	$16,000.00	Engaging Academics
	3000-3999: Employee Benefits	$41,048.00	Healthy Environments for Socio-Emotional Growth
	1000-1999: Certificated Personnel Salaries	$1,000.00	Healthy Environments for Socio-Emotional Growth
Attendance incentive program, through the Attendance Celebrations Committee, to help increase student attendance.Materials and supplies for staff to support student academic, socio-emotional, and attendance success.	4000-4999: Books And Supplies	$3,000.00	Healthy Environments for Socio-Emotional Growth
Develop and support patterns of regular attendance for all students. Increase Attendance. An additional hour added to the Attendance clerks time to support attendance improvement.	2000-2999: Classified Personnel Salaries	$12,000.00	Healthy Environments for Socio-Emotional Growth
Home visits to increase parent and staff collaboration and build relationships while supporting the academic achievement of students.	2000-2999: Classified Personnel Salaries	$10,000.00	Healthy Environments for Socio-Emotional Growth

Provide experiences, including academic field trips for students. Includes transportation and fees.	5000-5999: Services And Other Operating Expenditures	$51,549.00	Healthy Environments for Socio-Emotional Growth	
Implement a School Community Intervention Specialist position to address chronic absenteeism. PC39936	2000-2999: Classified Personnel Salaries	$53,419.00	Healthy Environments for Socio-Emotional Growth	
	1000-1999: Certificated Personnel Salaries	$5,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

	1000-1999: Certificated Personnel Salaries	$5,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

	5000-5999: Services And Other Operating Expenditures	$30,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

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

Will Rogers Middle School

Promote effective school-to-home communication through paper, post cards, and agendas.	5000-5999: Services And Other Operating Expenditures	$4,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Compensate staff for collaborating and extra assignments to improve EL outcomes.	1000-1999: Certificated Personnel Salaries	$3,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Allocate release time for grade-level teams to collaboratively design cross-curricular and interdisciplinary learning experiences that foster student engagement, deepen understanding, and support a more dynamic and connected learning environment for all students.	1000-1999: Certificated Personnel Salaries	$4,772.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Provide professional development opportunities—including conferences, workshops, and release time—centered on data-informed dialogue, evidence-based instructional strategies, student engagement, and the integration of social-emotional learning with academic rigor to strengthen instructional effectiveness.	5000-5999: Services And Other Operating Expenditures	$22,200.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Increase academic achievement in English Language Arts and Mathematics for students performing below grade level through targeted after-school tutoring support.	2000-2999: Classified Personnel Salaries	$5,309.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Strengthen instructional practices schoolwide by providing professional development on AVID strategies and access to supplemental materials that promote college and career readiness, critical thinking, organization, and student engagement.	5000-5999: Services And Other Operating Expenditures	$13,000.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Will Rogers Middle School

Provide culturally relevant and contemporary texts, library resources, and media technology to enrich instruction and reflect the diverse backgrounds of our students. Supplement instructional technology to enhance digital literacy and reduce the digital divide, ensuring equitable access to learning tools for all students.	4000-4999: Books And Supplies	$25,924.00	Connected School Communities	Parent Involvement: Will Rogers is committed to becoming a high performing neighborhood school through developing relationships and partnerships with the community at large. The school will create numerous ways to communicate with important information with parents. We will continue to work with our School Site Council and PTC to support our parent community. Parent Liaison will coordinate the Parent/Family Resource Center for the school. Will Rogers will create and publish a quarterly school-wide newsletter. Newsletter will be distributed electronically. A hard copy of the news letter will be mailed home to student families with report cards. In accordance with Will Rogers Strategic Plan, we will create an Open House Family Night. Staff will create interactive family stations. The school will also provide food for our families on this evening. We will invite parents of students with high behavioral needs to provide input and collaborate with Will Rogers Staff and each other on possible solutions.

Title I Part A Site Allocation Total Expenditures:	$374,340.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Will Rogers Middle School Total Expenditures:	$453,699.00