



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 Learning Community	19-64980-6022644	May 18, 2022	

Purpose and Description

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

Schoolwide Program

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

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

Vision: To inspire, educate, and value all learners.

Mission Statement: We engage in inquiry-based learning that is trans-disciplinary, concept-driven and culturally responsive.

Guiding Beliefs & Principles:

As a community, we:

- know that all children can think, inquire and gain knowledge;
- believe that the balance between social development and academic development is essential;
- create a caring, open-minded environment in which students, parents, and staff members feel

valued;

- design rigorous learning experiences that meet students' diverse needs and help them reflect and

grow;

- provide learning opportunities for students, parents, and teachers that encourage them to be

risk-takers, lifelong learners and principled agents of change;

- collaborate and communicate with the community to support student success.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

The principal and assistant principal conduct regular informal classroom observations and school-wide instructional rounds. We also conduct formal observations of specific lessons, as part of the teacher evaluation process. During regular informal instructional rounds, we look for evidence of student engagement, implementation of Common Core Standards, STEM, balanced literacy, CGI, mathematical practices, differentiated instruction, and implementation of Responsive Classroom and Restorative Practices. We also collaborate with Educational Services to examine evidence of district goals and initiatives, as well as our focus areas as defined by our SPSA.

One of the district goals is a guaranteed viable curriculum, meaning that students receive the same level of instruction in all classrooms. Our observational data revealed that we are doing many things well and that we need work in some areas. As a staff, we are very consistent with our implementation of STEM. We also do well with certain components of balanced literacy, such as Close Reading and Words Their Way. All teachers are using CGI to some extent.

To ensure that we are consistent with our design and delivery of balanced literacy, we have been working to ensure that all teachers attend Readers/Writers Workshop training, many went in the summers of 2016, 2017, 2018, and 2019. Teachers who have attended training have conducted several Readers Workshop sessions during our bank-time professional development. All grade levels have weekly planning time, during which they language arts instruction collaboratively, based on the Common Cores standards, district curriculum guides, and using materials Lucy Calkins RW Workshop Units of study to create their plans. We have also scheduled classroom visits for teachers to observe each other in implementing RW workshop.

Our math learning walk data shows that we need to work on partner talk in our math instruction, as well as ensuring that we are incorporating academic vocabulary. We have included those topics in our professional development plan, as a result of looking at formative and summative math data.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We regularly examine data to inform instruction and work as both a whole-staff professional learning community (PLC) and grade level PLCs. All grade levels engage in regular data meetings as part of their ongoing Professional Learning Community (PLC) work to examine formative assessment data to better differentiate instruction and intervention and to evaluate the effectiveness of instruction and intervention. We meet as a whole staff PLC once a month and engage in conversations about student learning across grade levels. Teachers are subbed out for half a day for data meetings. During data meetings, the Literacy Coach uses a protocol to discuss formative data, such as that from Fastbridge, BAS, writing samples, and student work. Teachers use this information to guide their instruction for the upcoming weeks. Literacy Coaches and teachers also use it to determine groups for intervention in reading and mathematics. We conduct reading intervention during the school day and a math intervention after school for students in grades 3 - 5.

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

Our 2018-2019 strategic focus was evidence-based writing. Teachers worked together to design learning environments that enabled students to produce effective writing across disciplines for a range of purposes and audiences. Understanding that the process of writing helps students develop critical thinking skills in all subject areas, we also require students to explain their mathematical thinking their problem solving abilities, understanding of mathematical concepts and procedures, and reasoning improves. As teachers regularly analyze student writing, with both formal and informal assessments, they discover students' learning needs and gather information to design instruction that will improve student achievement.

for the 2019-2021 school years, our School Implementation Plan is designed to increase our ability to conduct inquiry (students and staff). The targeted practice of conferring will be the primary means by which teachers access the strengths and next steps of our students. Conferring is a practices that is utilized in workshop classrooms; it supports the autonomy of the student by respecting their strategies and ideas. By carefully following the architecture of the conference (as proposed by Lucy Calkins, Teachers College), Rogers' teachers will collect data (research) regarding a student's reading/writing, compliment the student for their work, decide on a teaching point, and teach the student a specific strategy based on the conference.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members have the appropriate credentials for the grades they teach and meet the ESEA requirements for ESEA. We have met the ESEA requirements.

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

The Common Core Standards is the curriculum, and teachers use the district developed curriculum guides to guide the delivery of those standards and use of materials and other resources to do so. In addition, all teachers have "My Math," which is a state-adopted common core text book and the "Readers Workshop Units of Study" in reading and writing, which is rooted in the ELA Common Core Standards. In the summer of 2016, seven teachers attended the Readers Workshop Training. Our Bank Time professional development will focus on \ ELA and our social curriculum (Responsive Classroom & Olweus), both of which improve teaching so that students can access the curriculum. We also will address other topics as identified by grade-level and school-level PLC work.

We also have systems and structures in place for instructional coaching. Two literacy coaches who provide direct coaching to teachers, which includes modeling in the classroom, observing lessons and giving feedback, leading professional development, and meeting with teachers as grade-level PLCs. Our assistant principal provides math coaching, which includes modeling in the classroom, observing lessons and giving feedback, leading professional development, and meeting with teachers as grade-level PLCs. In addition, two classroom teachers serve as math coaches and receive ongoing training from SMMUSD in best practices in teaching mathematics. All teachers will receive district sponsored training in 2016-2017 on proficiency scales and creating common formative assessments.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

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

We have 14 instructional assistants who work in grades Tk-2, two of whom work to provide Tier 3 reading instruction. We also have a part-time reading teacher to provide tier 3 instruction to students in grades four and five. We have a district-funded Literacy Coach who works directly with teachers to model lessons, provide feedback, and facilitate PLC work. In addition we have a district-provided Language and Literacy Interventionist who provides ELD instruction to English Language Learners.

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

Teachers collaborate on a regular basis. We dedicate two bank-time Fridays to grade-level PLC work, during which teachers focus on the following for questions: What do we want students to know? How will we know if they know it? What will we do when they know? What will we do if they don't know? Teachers use a variety of data including student work, observations, and formal and informal assessments to guide these questions. In addition, they have an additional 45-60 minute time per week to meet and plan. Grade K, and 3-5 have this during the day. Grades 1 & 2 receive pay to meet weekly after school.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

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

We develop our schedule to incorporate Tier 3 reading intervention during the school day. Teachers also collaborate to provide a specific time during the day in which students receive targeted reading instruction at their levels. We provide Tier 3 math intervention after school in grades 3-5.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

All students have board-adopted text books available. Further, the school has purchased Leveled Literacy Intervention Kits, Reader's Workshop Units of Study. We have also purchased Words Their Way Materials, Lexia in Grade K-2, ST Math in all grades, and Front Row in grades 3-5.

Opportunity and Equal Educational Access

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

Will Rogers Learning Community organizes instruction and invests its core and categorical resources to provide opportunities for underperforming students to meet standards. We use Response to Intervention and Instruction (RTI2) and PLC structures to incorporate data collection and analysis into a regular part of the school program. The Literacy Coach helps teachers craft rigorous and differentiated instruction in reading, writing, integrated ELD and language arts. The Language & Literacy Intervention specialists provides Tier 3 reading instruction and ELD instruction directly to students. Two of our Instructional Assistants (IAs) receive training in LLI and SIPPS and support Tier 3 Intervention. All of our IAs receive training in WTW to support classroom implementation. The math coaches work with grade levels to help them develop math instruction that includes math talk/integrated ELD and CGI problems. School protocol is to conference with parents of students who are not yet achieving standards and develop academic improvement plans with things that will happen at school and at home and periodic follow ups and adjustments at regular intervals. In addition, the Site Council invests SPSA funds from Title I and our Stretch Grant to provide four additional IAs who support this work. Our Site Council directs funds to an after-school math intervention for students in grades 3 to 5.

Evidence-based educational practices to raise student achievement

Will Rogers Learning Community Edison staff use research-based instructional strategies, including balanced literacy, high impact literacy intervention tools (SIPPS, LLI), Cognitively Guided Instruction (CGI) for math as well as strategies for English Learners to meet the needs of students and increase achievement.

Parental Engagement

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

Parent education is provided throughout the year by means of our various parent involvement programs. Additionally, parents attend our many events, including math and literacy nights, STEM Nights, Coffee and Conversation with the principal, PTA guest speakers, and ELAC guest speakers, and educational consultants (math, literacy, inquiry, etc.) Topics include -- but are not limited to -- supporting students in reading and math, understanding STEM. School Safety, Bullying Prevention, and Social-emotional curriculum. Our St. John's partners offer parenting classes, a 10-week course, in both English and Spanish, which supports our Responsive Classroom efforts. Our St. John's partners also offer individual counseling to students who qualify for it and lead social-skills groups, which are available to all students. Our PTA provides after-school enrichment classes in a variety of topics and provides full scholarships to any family that needs them. Furthermore, through our SSGC and ELAC groups, parents have opportunities to develop, evaluate, and revise our SPSA.

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

N/A

Funding

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

Will Rogers Learning Community uses Title 1 funds to fund for additional IAs to support reading intervention work. Funds are also used to purchase books for classroom libraries, materials that support quality first instruction and intervention, computer software that supports differentiation and intervention, and funds to pay teachers to lead after-school math intervention.

Fiscal support (EPC)

The district supports with the management of fiscal resources.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is a document informed by all constituents of Will Rogers Learning Community.

Involvement of parents in the decision-making of the school -- including the development of the SPSA -- is a regular and ongoing process. The process includes, but is not limited to, the following venues: School Site Governance Council meetings, Coffee and Conversation Meetings, frequent communication with parents (between administration and parents), the WRLC ELAC, as well as occasional "town hall" meetings. Each of these afford the school opportunities to inform the direction and content of the SPSA, including the development of the goals inclusive of the action plan for each. In addition to opportunities for the school administration to consult with parent groups, each teacher has frequent interactions with parents. These interactions inform the work of our PLCs as well as the work of our Site Leadership Team.

Recent input from the WRLC ELAC is as follows:

- 1) What practices that emerged from DL can be translated into regular brick and mortar teaching and learning?
- 2) In regards to parent involvement, after DL, we must encourage parents and families to remain as connected and involved in their child's learning as they were during DL (when the classroom was brought to their home). Provided many opportunities for families to get involved and see first-hand their child's learning.
- 3) Continuing to leverage technology to support students at home.
- 4) Possible implementation of a reading program available for students (EL) student during the day.

Resource Inequities

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

Not applicable

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.41%	0.4%	0.25%	2	2	1
African American	8.35%	7.4%	5.78%	41	35	23
Asian	4.68%	6.5%	5.28%	23	31	21
Filipino	1.22%	1.5%	1.01%	6	7	4
Hispanic/Latino	42.97%	43.9%	47.24%	211	209	188
Pacific Islander	0.2%	0.4%	0.25%	1	2	1
White	38.49%	35.9%	34.67%	189	171	138
Multiple/No Response	3.26%	4.0%	5.53%	16	19	22
Total Enrollment				491	476	398

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	91	91	76
Grade 1	68	65	64
Grade 2	80	64	59
Grade3	72	79	58
Grade 4	103	73	67
Grade 5	77	104	74
Total Enrollment	491	476	398

Conclusions based on this data:

1. Enrollment is decreasing yearly approximately 3-4% from 18/19 to 20/21.
2. Demographics are shifting from one year to the next resulting in a decline in certain student groups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	43	44		8.8%	9.2%	
Fluent English Proficient (FEP)	49	44		10.0%	9.2%	
Reclassified Fluent English Proficient (RFEP)	1	4		2.1%	9.3%	

Conclusions based on this data:

1. EL enrollment is decreasing slightly.

School and Student Performance Data

Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	383	233	39%	39%

Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	383	153	28%	60%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	90	73		89	0		89	0		98.9	0.0	
Grade 4	76	72		73	0		73	0		96.1	0.0	
Grade 5	100	99		97	0		97	0		97	0.0	
All Grades	266	244		259	0		259	0		97.4	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2469.			49.44			15.73			19.10			15.73		
Grade 4	2495.			32.88			30.14			17.81			19.18		
Grade 5	2548.			41.24			27.84			13.40			17.53		
All Grades	N/A	N/A	N/A	41.70			24.32			16.60			17.37		

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.07			35.96			17.98		
Grade 4	34.25			56.16			9.59		
Grade 5	41.24			37.11			21.65		
All Grades	40.93			42.08			16.99		

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.71			49.44			16.85		
Grade 4	23.29			60.27			16.44		
Grade 5	44.33			36.08			19.59		
All Grades	34.75			47.49			17.76		

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.71			56.18			10.11		
Grade 4	26.03			63.01			10.96		
Grade 5	29.90			54.64			15.46		
All Grades	30.12			57.53			12.36		

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.45			47.19			12.36		
Grade 4	28.77			56.16			15.07		
Grade 5	49.48			38.14			12.37		
All Grades	40.54			46.33			13.13		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall, we made significant gains between 14-15 and 15-16. Third grade students performed very well, with most students scoring in above standard. This is the first group of students who have had instruction rooted in Common Core Standards since kindergarten. Fourth grade did not make the gains that we expected/ Fifth grade advanced significantly as compared to the previous years' fourth-grade scores, as well as the previous year's fifth grade scores.
- Of the three claim areas, Reading nonfiction and literary texts was our overall lowest score at 79%. of students at or above standards.
- The percentage of students in the standard not met category decreased by 10 percentage points between 14-15 and 15-16.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	90	73		89	0		89	0		98.9	0.0	
Grade 4	76	72		75	0		75	0		98.7	0.0	
Grade 5	100	99		97	0		97	0		97	0.0	
All Grades	266	244		261	0		261	0		98.1	0.0	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2472.			39.33			30.34			14.61			15.73		
Grade 4	2500.			30.67			32.00			25.33			12.00		
Grade 5	2546.			40.21			19.59			15.46			24.74		
All Grades	N/A	N/A	N/A	37.16			26.82			18.01			18.01		

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	52.81			30.34			16.85		
Grade 4	36.00			41.33			22.67		
Grade 5	48.45			24.74			26.80		
All Grades	46.36			31.42			22.22		

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	47.19			39.33			13.48		
Grade 4	36.00			49.33			14.67		
Grade 5	38.14			37.11			24.74		
All Grades	40.61			41.38			18.01		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.56			34.83			14.61		
Grade 4	42.67			41.33			16.00		
Grade 5	35.05			44.33			20.62		
All Grades	42.53			40.23			17.24		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall, we made significant gains between 14-15 and 15-16. Third grade students performed very well, with most students scoring in above standard. This is the first group of students who have had instruction rooted in Common Core Standards since kindergarten. Fourth grade did not make the gains that we expected/ Fifth grade advanced significantly as compared to the previous years' fourth-grade scores, as well as the previous year's fifth grade scores.
- Of the three claim areas, Applying Mathematical Concepts and Procedures was our lowest scoring area, with 71% of students scoring at or above standards. We scored much higher in communicating reasoning, with 82% of students scoring at or above standards.
- We reduced the percentage of students on scoring in the Standards Not Met category by five percentage points.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		7	6	
1	*	*		*	*		*	*		5	8	
2	*	*		*	*		*	*		10	*	
3	*	*		*	*		*	*		10	7	
4	*	*		*	*		*	*		4	9	
5	1550.1	*		1552.6	*		1547.0	*		11	7	
All Grades										47	38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	27.27	*		45.45	*		27.27	*		0.00	*		11	*	
All Grades	36.17	2.63		44.68	47.37		14.89	44.74		4.26	5.26		47	38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	54.55	*		45.45	*		0.00	*		0.00	*		11	*	
All Grades	59.57	28.95		31.91	52.63		4.26	15.79		4.26	2.63		47	38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	9.09	*		27.27	*		63.64	*		0.00	*		11	*	
All Grades	17.02	2.63		31.91	26.32		42.55	55.26		8.51	15.79		47	38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	18.18	*		72.73	*		9.09	*		11	*	
All Grades	36.17	21.05		55.32	78.95		8.51	0.00		47	38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	100.00	*		0.00	*		0.00	*		11	*	
All Grades	78.72	26.32		17.02	71.05		4.26	2.63		47	38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	9.09	*		90.91	*		0.00	*		11	*	
All Grades	12.77	10.53		76.60	63.16		10.64	26.32		47	38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	27.27	*		72.73	*		0.00	*		11	*	
All Grades	25.53	10.53		65.96	73.68		8.51	15.79		47	38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
476	30.5	9.2	1.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	9.2
Foster Youth	6	1.3
Homeless	1	0.2
Socioeconomically Disadvantaged	145	30.5
Students with Disabilities	56	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	7.4
American Indian or Alaska Native	2	0.4
Asian	31	6.5
Filipino	7	1.5
Hispanic	209	43.9
Two or More Races	19	4.0
Native Hawaiian or Pacific Islander	2	0.4
White	171	35.9

Conclusions based on this data:





1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

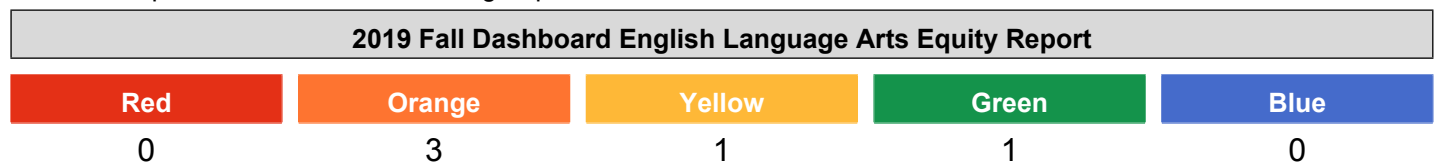
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 37.7 points above standard Declined -14.9 points 256	 Orange 5.7 points below standard Declined Significantly -23.2 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 17.7 points below standard Declined Significantly -24.4 points 112
		Students with Disabilities		
		 Orange 49.9 points below standard Declined Significantly -31 points 42		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 9 points above standard Declined -7.9 points 25	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Yellow 1.1 points above standard Declined -14.4 points 115	Two or More Races  No Performance Color 104.1 points above standard Declined -12.8 points 19	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green 77.9 points above standard Declined Significantly -22.2 points 81

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 49.2 points below standard Declined Significantly -29.8 points 23	Reclassified English Learners 71.3 points above standard Declined Significantly -43.8 points 13	English Only 45 points above standard Declined -14 points 210
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

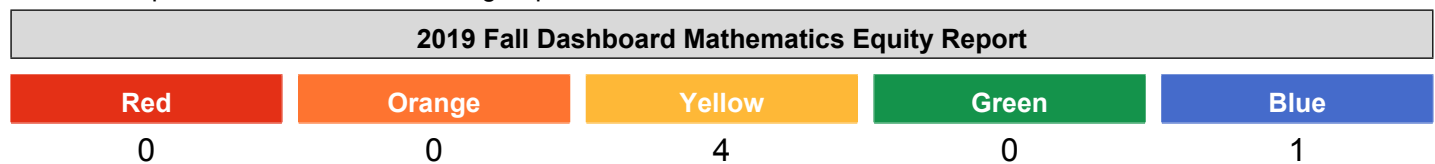
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green		 Yellow		 No Performance Color	
25.5 points above standard		15.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Maintained -0.1 points		Declined Significantly -23.3 points		4	
256		36			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Yellow	
Less than 11 Students - Data Not Displayed for Privacy		15.3 points below standard		48.4 points below standard	
4		Maintained -1.9 points		Increased ++3.7 points	
		112		42	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 1.6 points below standard Increased ++5.8 points 25	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Yellow 6.7 points below standard Maintained -1.9 points 115	Two or More Races  No Performance Color 97.4 points above standard Maintained -2.3 points 19	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Blue 58.8 points above standard Maintained ++1.4 points 81

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 54.3 points below standard Declined Significantly -28.7 points 23	Reclassified English Learners 54.2 points above standard Declined Significantly -43 points 13	English Only 31.5 points above standard Increased ++4.1 points 210
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Conclusions based on this data:

1.

School and Student Performance Data

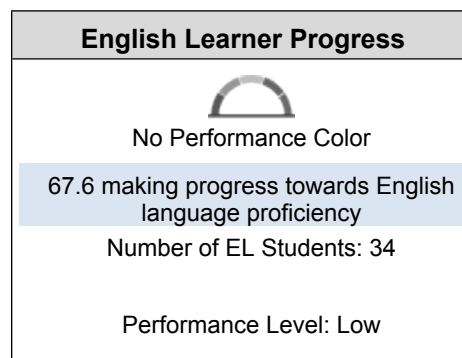
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
8.8	23.5	23.5	44.1

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

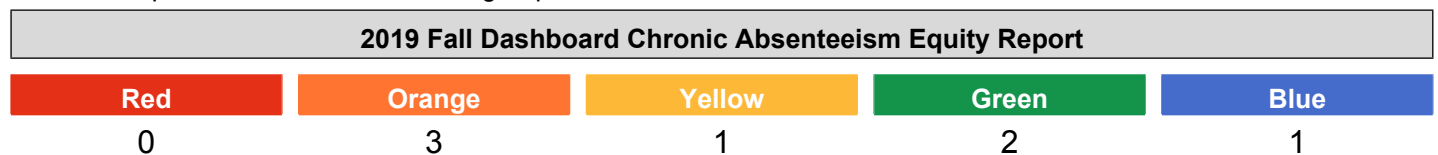
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 6.5 Increased +0.8 525	 Orange 13 Increased +9.9 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 10.5 Increased +1.5 229	 Yellow 6.7 Maintained -0.2 75

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Green 6.4 Declined -1 47	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 3.8 Declined -0.9 26	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Orange 10.1 Increased +2.7 238	Two or More Races  Green 3.3 Maintained +0.2 30	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Blue 2.3 Declined -1.3 174

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

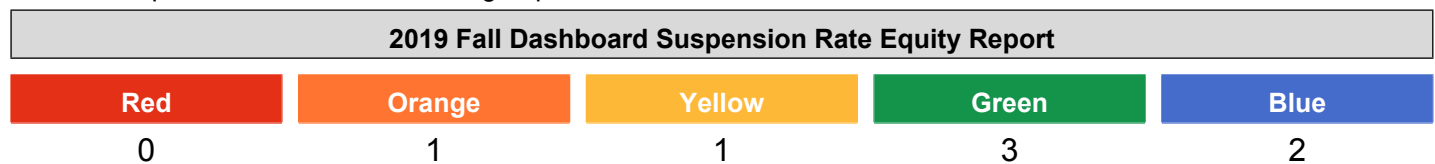
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1 Declined -0.7 526	English Learners  Blue 0 Declined -1.5 54	Foster Youth  No Performance Color Less than 11 Students - Data Not 7
Homeless  No Performance Color Less than 11 Students - Data Not 7	Socioeconomically Disadvantaged  Green 1.3 Declined -0.8 229	Students with Disabilities  Yellow 2.7 Maintained 0 75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Declined -3.7 47	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  No Performance Color 0 Maintained 0 26	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Green 1.3 Declined -0.4 238	Two or More Races  Orange 3.3 Maintained +0.2 30	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Green 0.6 Declined -0.6 175

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	1

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

Based on the previous years' CAASPP Mathematics and ELA exams -- in addition to other local measures -- the percentage of students in grades 3-5 at Will Rogers Learning Community who perform at Level 3 (on target) and Level 4 (above target) will increase by five percent (n=) by June 2023.

Identified Need

The needs assessment – as practiced by staff at Will Rogers Learning Community – includes regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff have met with the instructional coach and principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The Site Leadership Team (SLT) also engages in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress.

Due to COVID-19 and the resultant closure of schools, CAASPP testing was canceled for the 2019/20 and 2020/21 school years. Goal #1 reflects the absence of these data by referencing "previous years" CAASPP results as a basis for future growth analysis.

Breakdown of 2019 Summative CAASPP Scores:

ELA:

5th Grade - 41% exceeded standards; 28% met standards; 13% nearly met standards; 18% did not meet standards

4th Grade - 33% exceeded standards; 30% met standards; 18% nearly met standards; 19% did not meet standards

3rd Grade - 49% exceeded standards; 16% met standards; 19% nearly met standards; 16% did not meet standards

Math:

5th Grade - 40% exceeded standards; 20% met standards; 15% nearly met standards; 25% did not meet standards

4th Grade - 31% exceeded standards; 32% met standards; 25% nearly met standards; 12% did not meet standards

3rd Grade - 39% exceeded standards; 30% met standards; 15% nearly met standards; 16% did not meet standards

Based on the above data, we have determined a need for an increased percentage of students who perform at or above grade level in both ELA and Math. As such, the following details our expected outcomes for the 2022 CAASPP assessments:

- 1) In ELA, 69% of students met or exceeded standards. The goal for the 2022 CAASPP, if met, would result in 74% of students meeting or exceeding standards;
- 2) In Math, 60% of students met or exceeded standards. The goal for the 2022 CAASPP, if met, would result in 65% of students meeting or exceeding standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: 5th Grade ELA	41% exceeded standards; 28% met standards; 13% nearly met standards; 18% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 4th Grade ELA	33% exceeded standards; 30% met standards; 18% nearly met standards; 19% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 3rd Grade ELA	49% exceeded standards; 16% met standards; 19% nearly met standards; 16% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 5th Grade Math	40% exceeded standards; 20% met standards; 15% nearly met standards; 25% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 4th Grade Math	31% exceeded standards; 32% met standards; 25% nearly met standards; 12% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 3rd Grade Math	39% exceeded standards; 30% met standards; 15% nearly met standards; 16% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
F&P Running Record Assessments	Insufficient data at this time; recorded in Illuminate	70% of students K-5 will meet grade level targets based on the Fountas and Pinnell IRL Leveling System
Baseline Writing Assessment (Based on conferring work)	Rubric Based (Teachers College Units of Study in Writing)	70% of students K-5 will meet grade level targets based on the Teachers College Writing Continuums
IB Learner Profile (K-5)	Per the 10 Learner Profile Attributes	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		assessments per the WRLC Programme of Inquiry planners (under construction).
FastBridge Early Reading	Kinder = 64% 1st grade = 72%	Expected increase in proficiency of 5%
Fastbridge aMath	*% students at 41st %ile and above No aMath for Kinder 1st grade = 56% 2nd grade = 54% 3rd grade = 58% 4th grade = 79% 5th grade = 75%	Expected increase in proficiency of 5%
Fastbridge aReading	*% students at "grade level" at 41st %ile and above. No aReading for Kinder 1st grade = 63% 2nd grade = 65% 3rd grade = 60% 4th grade = 78% 5th grade = 80%	Expected increase in proficiency of 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including sub-groups and ELs

Strategy/Activity

Professional Development - By providing high-quality professional development for teachers/staff, all students will benefit from exemplary instruction that includes the latest research-based practices/pedagogy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,000.00

Source(s)

Site Formula Funds

	5800: Professional/Consulting Services And Operating Expenditures Teachers College On-site Professional Development
10,000.00	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Teachers College On-site Professional Development
5,000.00	Title I 2022-23 Allocation 5800: Professional/Consulting Services And Operating Expenditures Math Professional Development/On-site lab/site/consultation
5,490.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes to provide coverage for PD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including students who perform below grade-level

Strategy/Activity

Instructional materials and supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,500.00	Title I 2022-23 Allocation 4000-4999: Books And Supplies Instructional Materials and Supplies
1,500.00	Title I 2022-23 Allocation 4000-4999: Books And Supplies STEM Notebooks
1,026.00	Title I 2022-23 Allocation 4000-4999: Books And Supplies TCI for Science and Social Studies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students who perform below grade-level

Strategy/Activity

Intervention Supports - By providing targeted intervention, our students who perform below-grade level will be supported.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500.0

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Teacher Hourly to support afterschool enrichment

3,000.00

Title I 2022-23 Allocation
4000-4999: Books And Supplies
Materials, supplies, curriculum

0

District LCAP Funds
1000-1999: Certificated Personnel Salaries
Instructional Coach

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collaborative inquiry/planning - By providing teachers opportunities to engage in collaborative inquiry, our curriculum, assessments, instructional practices, and goals will be developed to meet the needs of students across all grade levels and content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I 2022-23 Allocation
1000-1999: Certificated Personnel Salaries
Teacher Hourly to support collaborative planning/inquiry

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including students who perform below grade-level

Strategy/Activity

Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures MyOn Reading Program
4,500.00	Title I 2022-23 Allocation 5000-5999: Services And Other Operating Expenditures Lexia Learning
0	District Funded 5000-5999: Services And Other Operating Expenditures Dreambox Math
3,350.00	Title I 2022-23 Allocation 5000-5999: Services And Other Operating Expenditures Freckle for grades 3-5 (ELA, Math, and Social Studies)
0	District LCAP Funds 5000-5999: Services And Other Operating Expenditures STAR Reading Program

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students including sub-groups and ELs

Strategy/Activity

Specialty Instruction - Through ongoing specialty instruction, we will support the whole child by providing opportunities for interdisciplinary learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District LCAP Funds 1000-1999: Certificated Personnel Salaries

	Spanish Instruction for Students in Grades 2-5
18,000.00	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Regenerative Agriculture
0	District LCAP Funds 5000-5999: Services And Other Operating Expenditures 15 Weeks of Art Instruction for all students

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students including sub-groups and ELs

Strategy/Activity

International Baccalaureate Primary Years Program - through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Site Formula Funds 4000-4999: Books And Supplies Materials for Thematic Units
2,400.00	Title I 2022-23 Allocation 5800: Professional/Consulting Services And Operating Expenditures Category 1 training for 4 teachers
9,000.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures IB Membership

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students including sub-groups and ELs

Strategy/Activity

Parent Engagement - By creating opportunities for parents/families to be involved in their child's school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As we are now in the 2nd year of implementing the above goal, most strategies were implemented successfully. However, due to COVID-19 - and the subsequent cancellation of CAASPP testing - we are unable to measure the overall effectiveness of our strategies based on this particular standardized measure. Teachers, alternatively, have relied on local assessments (rubrics, running records, miscue analysis, checklists, on demand writing, computer adaptive programs, anecdotal notes, etc.) in an attempt to assess their students' progress and performance.

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

For Goal #1, the most significant budget allocations included funds scheduled for our Teachers College Staff Developers (\$44,000, inclusive of SMMUSD contributions of \$20,000.00) as well as the funds scheduled for computer-adapted programs (Freckle & Dreambox). This year, due to COVID-19, the nature of the TC staff development shifted from brick-and-mortar strategies/techniques for the instruction of literacy, to those appropriate for distance learning. Similarly, because our students are learning remotely, it was important for us to provide additional computer-based programs to enhance their learning.

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

Depending on how long distance learning occurs, we may continue to adapt this goal as necessary to reflect the particularities of distance learning. For example, the measures of student progress and performance will be different (and less robust) than in a typical year. It may also be necessary to adapt our instructional techniques and schedules.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

As measured by, but not limited to, previous years' CAASPP ELA and ELPAC exams, in addition to reclassification rates, English Learners at Will Rogers Learning Community will demonstrate a five percent increase (or increased in scaled score) in proficiency (with a focus on the lowest third) by June 2023.

Identified Need

The needs assessment – as practiced by staff at Will Rogers Learning Community – includes regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff have met with the instructional coach and principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The Site Leadership Team (SLT) also engages in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress.

Due to COVID-19 and the resultant closure of schools, CAASPP testing was canceled for the 2019/20 2020/21 school years.

Breakdown of 2019 Summative CAASPP Scores

ELA:

5th Grade - 41% exceeded standards; 28% met standards; 13% nearly met standards; 18% did not meet standards
4th Grade - 33% exceeded standards; 30% met standards; 18% nearly met standards; 19% did not meet standards
3rd Grade - 49% exceeded standards; 16% met standards; 19% nearly met standards; 16% did not meet standards

Math:

5th Grade - 40% exceeded standards; 20% met standards; 15% nearly met standards; 25% did not meet standards
4th Grade - 31% exceeded standards; 32% met standards; 25% nearly met standards: 12% did not meet standards
3rd Grade - 39% exceeded standards; 30% met standards; 15% nearly met standards; 16% did not meet standards

Performance of EL students

ELA:

5th grade - 9% met or exceeded standards
 4th grade - 0% met or exceeded standards
 3rd grade - 50% met or exceeded standards

Math:

5th grade - 18% met or exceeded standards
 4th grade - 25% met or exceeded standards
 3rd grade - 40% met or exceeded standards

Based on the above data, we have identified the need to increase the proficiency of EL students by 10% for the 2022 CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade ELA	41% exceeded standards; 28% met standards; 13% nearly met standards; 18% did not meet standards. EL performance: 9% met or exceeded standards	English Learners at Will Rogers Learning Community will demonstrate a ten percent increase in proficiency.
4th Grade ELA	33% exceeded standards; 30% met standards; 18% nearly met standards; 19% did not meet standards. EL performance: 0% met or exceeded standards	English Learners at Will Rogers Learning Community will demonstrate a ten percent increase in proficiency.
3rd Grade ELA	49% exceeded standards; 16% met standards; 19% nearly met standards; 16% did not meet standards. EL performance: 50% met or exceeded standards	English Learners at Will Rogers Learning Community will demonstrate a ten percent increase in proficiency.
5th Grade Math	40% exceeded standards; 20% met standards; 15% nearly met standards; 25% did not meet standards. EL performance: 18% met or exceeded standards	English Learners at Will Rogers Learning Community will demonstrate a ten percent increase in proficiency.
4th Grade Math	31% exceeded standards; 32% met standards; 25% nearly met standards; 12% did not meet standards. EL performance: 25% met or exceeded standards	English Learners at Will Rogers Learning Community will demonstrate a ten percent increase in proficiency.
3rd Grade Math	39% exceeded standards; 30% met standards; 15% nearly met standards; 16% did not meet	English Learners at Will Rogers Learning Community

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standards. EL performance: 40% met or exceeded standards	will demonstrate a ten percent increase in proficiency.
F&P Running Record Assessment of Independent Reading		70% of students K-5 will meet grade level targets based on the Fountas and Pinnell IRL Leveling System
On Demand Writing Assessments		
Fastbridge aMath	*% students at 41st %ile and above No aMath for Kinder 1st grade = 56% 2nd grade = 54% 3rd grade = 58% 4th grade = 79% 5th grade = 75%	
Fastbridge a Reading	*% students at "grade level" at 41st %ile and above. No aReading for Kinder 1st grade = 63% 2nd grade = 65% 3rd grade = 60% 4th grade = 78% 5th grade = 80%	
Rubric-based Assessments of Writing		
IB Learner Profile	Per the 10 Learner Profile Attributes	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners (under construction).
ELPAC	14 EL students in 4th and 5th grade	Of the 14 EL students, we anticipate 5 being reclassified in December 2019; we anticipate between 1-4 more being reclassified in May 2020.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Professional Development - By providing high-quality professional development for teachers/staff, all students will benefit from exemplary instruction that includes the latest research-based practices/pedagogy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Teachers College On-site Professional Development
10,000.00	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Teachers College On-site Professional Development
5,000.00	Title I 2022-23 Allocation 5800: Professional/Consulting Services And Operating Expenditures Math Professional Development/On-site labsite/consultation
5,490.00	Title I 2022-23 Allocation 1000-1999: Certificated Personnel Salaries Substitutes to provide coverage for PD
2,000.00	Title I 2022-23 Allocation 1000-1999: Certificated Personnel Salaries Subs for Learning Walks

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Instructional Materials and Supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Title I 2022-23 Allocation
1000-1999: Certificated Personnel Salaries
Materials and Supplies to support learning and instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Intervention Support and Activities - By providing targeted intervention, our students who perform below-grade level will be supported.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500.00

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Teacher hourly to support after school enrichment

0

District LCAP Funds
1000-1999: Certificated Personnel Salaries
Language and Literacy Interventionist

3,000.00

Title I 2022-23 Allocation
4000-4999: Books And Supplies
materials, supplies, and curriculum

0

District LCAP Funds
1000-1999: Certificated Personnel Salaries
Instructional Coach

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Collaborative Inquiry - By providing teachers opportunities to engage in collaborative inquiry, our curriculum, assessments, instructional practices, and goals will be developed to meet the needs of students across all grade levels and content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I 2022-23 Allocation
1000-1999: Certificated Personnel Salaries
Teacher hourly to support planning

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District LCAP Funds
5000-5999: Services And Other Operating
Expenditures
MyOn

0

District LCAP Funds
5000-5999: Services And Other Operating
Expenditures
Dreambox

3,350.00

Title I 2022-23 Allocation
5000-5999: Services And Other Operating
Expenditures
Freckle

0

District LCAP Funds
5000-5999: Services And Other Operating
Expenditures
Star

4,500.00

Title I 2022-23 Allocation

5000-5999: Services And Other Operating Expenditures
Lexia

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Specialty Instruction - Through ongoing specialty instruction, we will support the whole child by providing opportunities for interdisciplinary learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District LCAP Funds
1000-1999: Certificated Personnel Salaries
STEM Coach

0

District LCAP Funds
2000-2999: Classified Personnel Salaries
PE Coaches

0

District LCAP Funds
2000-2999: Classified Personnel Salaries
Library

0

District LCAP Funds
2000-2999: Classified Personnel Salaries
Art

0

District LCAP Funds
1000-1999: Certificated Personnel Salaries
Music

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL Students; all students, including students who perform below grade-level

Strategy/Activity

International Baccalaureate - Through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Site Formula Funds 4000-4999: Books And Supplies materials for thematic learning

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Parent Engagement - By creating opportunities for parents/families to be involved in their child’s school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Cinco de Mayo Festival

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As we are now in the 2nd year of implementing the above goal, most strategies were implemented successfully. However, due to COVID-19 - and the subsequent cancellation of CAASPP testing - we are unable to measure the overall effectiveness of our strategies based on this particular standardized measure. Teachers, alternatively, have relied on local assessments (rubrics, running records, miscue analysis, checklists, on demand writing, computer adaptive programs, anecdotal notes, etc.) in an attempt to assess their students' progress and performance.

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

No major differences as of December 2020.

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

No major changes as of December 2020.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

By June 2023, all staff/faculty of WRLC will implement practices of Social Emotional Learning (SEL) by implementing Restorative Practices, Responsive Classroom, the IB Learner Profile, and the Social Justice Standards as measured by local SEL assessments, academic gains, and attendance.

Identified Need

The needs assessment – as practiced by staff at Will Rogers Learning Community – includes regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff have met with the instructional coach and principal to reflect on strengths and areas of growth. By means of parent feedback from coffee & conversation sessions with the principal, as well as individual/small-group meetings with the principal, parents are allowed regular opportunity to express their perceived needs of the school. The Site Leadership Team (SLT) also engages in regular needs-based discussion in attempt to provide positive direction for the school as we strive to make progress.

Based on the assessment of the current SEL practices, WRLC strives to improve our work with SEL as they occur in the classroom as well as how staff interact with each other.

Due to COVID-19 and the resultant closure of schools, WRLC staff provides students with a robust Social Emotional Learning program during a dedicated SEL block from 8:30-9:00 each day. Furthermore, teaching remotely necessitates constant SEL work throughout the virtual school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate		Increase the percent of parents who were "Satisfied" or "Very Satisfied" with the quality of their children's education to 95%.
IB Learner Profile	Per the 10 Attributes of the IB Learner Profile	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Programme of Inquiry planners (under construction).
Social Justice Standards	TBD	Incorporation of the Social Justice standards into the curriculum TK-5. Students will be able to respond to events, situations, and interpersonal conflicts by utilizing the standards.
Attendance at school workshops, activities, and events	Low attendance	Increased family attendance
Staff participation in SEL activities		100% of staff will engage in work around Restorative Practices and other SEL activities

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including subgroups and ELs

Strategy/Activity

Professional Development - By providing high-quality professional development for teachers/staff, all students will benefit from exemplary instruction that includes the latest research-based practices/pedagogy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

Title I 2022-23 Allocation
5000-5999: Services And Other Operating Expenditures
SEL Training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including subgroups and ELs

Strategy/Activity

Instructional Materials and Supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the necessary learning materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I 2022-23 Allocation
4000-4999: Books And Supplies
Instructional Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students including subgroups and ELs

Strategy/Activity

Intervention Support and Activities - By providing targeted intervention, our students who perform below-grade level will be supported.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

36,000.00

Source(s)

Stretch Grant (Ed Foundation)
0000: Unrestricted
Spring Event (Cinco de Mayo)

Title I 2022-23 Allocation
5900: Communications
Printing and publication of materials

Title I 2022-23 Allocation
2000-2999: Classified Personnel Salaries
Campus Monitors

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students including subgroups and ELs

Strategy/Activity

Collaborative Inquiry - By providing teachers opportunities to engage in collaborative inquiry, our curriculum, assessments, instructional practices, and goals will be developed to meet the needs of students across all grade levels and content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000.00

Source(s)

Title I 2022-23 Allocation
1000-1999: Certificated Personnel Salaries
Teacher Hourly to support planning

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students including subgroups and ELs

Strategy/Activity

Digital Subscriptions - By providing students access to supplemental digital subscription programs (computer adaptive) the varied needs of all learners will be met.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students including subgroups and ELs

Strategy/Activity

Specialty Instruction - Through ongoing specialty instruction, we will support the whole child by providing opportunities for interdisciplinary learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18,000.00

Source(s)

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And
Operating Expenditures
Farm

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students including subgroups and ELs

Strategy/Activity

International Baccalaureate - Through the creation of a school-wide Programme of Inquiry, we will continue the following: involvement of all staff in professional development; alignment of resources to support student learning; rich, rigorous, standards based curriculum developed by teachers centered on transdisciplinary concepts. The IB will support our STEM, Social Justice, Math, and Literacy initiatives at Rogers benefiting all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students including subgroups and ELs

Strategy/Activity

Parent Engagement - By creating opportunities for parents/families to be involved in their child's school experience, the enhanced partnership will assist with the academic, physical, and social emotional development of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

Title I 2022-23 Allocation
2000-2999: Classified Personnel Salaries
Custodial Staff for Cinco de Mayo

1000.00

Site Formula Funds
2000-2999: Classified Personnel Salaries
Childcare for Parent Events

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As we are now in the 2nd year of implementing the above goal, most strategies were implemented successfully. However, due to COVID-19 - and the subsequent cancellation of CAASPP testing - we are unable to measure the overall effectiveness of our strategies based on this particular standardized measure. Teachers, alternatively, have relied on local assessments (rubrics, running records, miscue analysis, checklists, on demand writing, computer adaptive programs, anecdotal notes, etc.) in an attempt to assess their students' progress and performance.

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

At them moment, due to COVID-19, many of the planned activities (and activities that have been conducted in the past) will have to move to an online platform.

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

The school has increased the allocation for Parent Workshops in order to assist with Distance Learning. We have also planned to provide social-emotional and mental health support as necessary.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,106.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
District LCAP Funds	\$20,000.00
Site Formula Funds	\$28,490.00
Stretch Grant (Ed Foundation)	\$52,000.00
Title I 2022-23 Allocation	\$109,616.00

Subtotal of state or local funds included for this school: \$210,106.00

Total of federal, state, and/or local funds for this school: \$210,106.00

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
- 5 Parent or Community Members

Name of Members	Role
Ryan Bourke	Principal
Jeremy King	Classroom Teacher
Jennifer Yi	Classroom Teacher
Mark Miller	Parent or Community Member
Sarah Wahrenbrock	Parent or Community Member
Angela Lavin	Other School Staff
Jeffrey Blake	Parent or Community Member
Bronwyn Barkan	Parent or Community Member
Ana Evangelista	Parent or Community Member
Katja Alexander	Classroom Teacher

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 12/08/2021.

Attested:



Principal, Ryan Bourke on 5/18/2022



SSC Chairperson, Jeremy King on 5/18/2022

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.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder 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 (Stakeholder Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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