School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Will Rogers Learning Community	19-64980-6022644	May 16, 2024	May 31, 2024

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 Restorative Justice and Trauma-informed Practices, National Safe and Collaborative Schools Initiative year 2, UCLA Math Project, The Cotsen Foundation, and the International Baccalaureate Primary Years Programme.

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

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

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.

Table of Contents

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 Hanover Parent Survey sent out by the District office. This survey provides us with information about parent involvement and satisfaction. In addition to this, during the school year, teachers are surveyed about professional development as well as school business. Students in grades 3-5 are surveyed regarding school climate. This takes place one time per year.

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

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

One of the district 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.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. For the past two years we have partnered with the TCRWP, as a project school. We receive 5 days of PD and those are structured to include classroom observations and on-the-spot coaching for teachers, at each grade level.

We conducted Fall and Spring math learning walks. Our observations revealed the need to work on partner talk in our math instruction, as well as ensuring that we are incorporating academic vocabulary into lessons. We have included those topics in or 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 BAS, writing samples, Star, IABs and student work. Teachers use this information to guide their instruction for the upcoming weeks. Literacy Coaches and teachers also use it to determine groups for intervention in reading and mathematics. This year, all teachers participated in Star training to learn how to utilize the programs reports and charts to inform their instruction.

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

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

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

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

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, as well as Benchmark which is the district adopted program for ELA. Every summer a group of teachers attended the Readers Workshop Training. homegrown institutes offered by the district or by TCWRP. This year, a group of 7 teachers attended a TCWRP/IB training in Tokyo. 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. We also have a dedicated STEM/ IB coordinator teacher. In this role she meets with grade level teams 4 times to help design the inquiry units of study.

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 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 Languag & 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.

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

<u>Funding</u>

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.

Educational Partner 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.

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

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

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

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

This year, our SSC joined us on a learning walk to help learn about the instructional program at our school. We used these observations to inform our SPSA goals.

Resource Inequities

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

For the 2023-24 school year we have a high rate of absenteeism of staff in all classifications. Professional training for IB, district assessments, district initiatives and site specific trainings require up to 6-10 absences per year. This greatly impacts the daily function of our school on a daily basis. Aside from teaching positions, which are easier to get subs, we are seldom able to hire substitutes which pose concerns for student safety and continuity of learning. We have not been fully staffed in our instructional assistant, PAS and campus monitor classifications all year.

In the 2022-23 and years following Muir and WRLC communities merged. As a result two title 1 schools were staffed on one site. When you analyze student enrollment based on sub groups such as EL, SES, SPED and other subgroups, staffing is not commensurate with student need. For example, based on the number of students who qualify for a minimum of 75 minutes of LLI services, per district matrix, we have one LLI teacher. In order to provide the research based required minutes for intervention program, we used our targeted title 1 funds to hire an additional intervention teacher. Additionally, we have 15 families who are identified as McKinney Vento with one community liaison, and supporting mental health partnerships who have limited caseloads. We could benefit from a full-time LCSW or counselor on site.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.25%	0.18%	0.19%	1	1	1
African American	5.78%	9.29%	12.05%	23	51	63
Asian	5.28%	5.65%	5.16%	21	31	27
Filipino	1.01%	1.09%	0.57%	4	6	3
Hispanic/Latino	47.24%	42.44%	41.11%	188	233	215
Pacific Islander	0.25%	0.36%	0.38%	1	2	2
White	34.67%	36.07%	35.37%	138	198	185
Multiple/No Response	5.53%	4.92%	5.16%	22	27	27
			Total Enrollment	398	549	523

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

1. In 2022-23 we increased enrollment by 150 students from the merger with Muir Elementary. The most significant change was in our kindergarten enrollment.

2. Demographics by subgroup show that our African American subgroup shows the most change with an increase by 3.5%. The two largest subgroups remain latino (42.7 %) and white (36.7%) of student groups.

3. Over the past three years, enrollment has grown subsequently requiring three more certificated teaching positions.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	44	52	38	9.20%	11.1%	7.3%
Fluent English Proficient (FEP)	38	40	43	9.20%	9.5%	8.2%
Reclassified Fluent English Proficient (RFEP)				9.1%		

Conclusions based on this data:

1. EL enrollment has decreased slightly over the past few years, with the largest decrease in 22-23 by 2.5 %.

2. On average 10% of our total population are EL learners.

3. The number of reclassified students increased 7% from 2021-22.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students										
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	60	89	0	57	89	0	57	89	0.0	95.0	100.0
Grade 4	72	67	84	0	65	78	0	65	78	0.0	97.0	92.9
Grade 5	99	74	94	0	74	88	0	74	88	0.0	100.0	93.6
All Grades	244	201	267	0	196	255	0	196	255	0.0	97.5	95.5

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2453.	2440.		35.09	30.34		31.58	24.72		21.05	19.10		12.28	25.84
Grade 4		2484.	2467.		33.85	28.21		24.62	20.51		7.69	21.79		33.85	29.49
Grade 5		2533.	2539.		37.84	39.77		18.92	22.73		22.97	13.64		20.27	23.86
All Grades	N/A	N/A	N/A		35.71	32.94		24.49	22.75		17.35	18.04		22.45	26.27

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.07	28.09		66.67	56.18		5.26	15.73
Grade 4		30.77	23.08		44.62	57.69		24.62	19.23
Grade 5		28.38	38.64		64.86	45.45		6.76	15.91
All Grades		29.08	30.20		58.67	52.94		12.24	16.86

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.05	17.98		59.65	56.18		19.30	25.84
Grade 4		23.44	14.10		56.25	57.69		20.31	28.21
Grade 5		31.08	23.86		52.70	53.41		16.22	22.73
All Grades		25.64	18.82		55.90	55.69		18.46	25.49

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		14.04	12.36		73.68	71.91		12.28	15.73
Grade 4		20.00	7.69		66.15	80.77		13.85	11.54
Grade 5		25.68	21.59		66.22	69.32		8.11	9.09
All Grades		20.41	14.12		68.37	73.73		11.22	12.16

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		24.56	23.60		66.67	60.67		8.77	15.73
Grade 4		21.54	16.67		63.08	70.51		15.38	12.82
Grade 5		27.03	31.82		67.57	59.09		5.41	9.09
All Grades		24.49	24.31		65.82	63.14		9.69	12.55

Conclusions based on this data:

1. 60% of our 3rd-5th graders met or exceeded the standard in ELA.

2. Of the four area claims, listening was the overall highest at 68%. Writing is an area of growth at 56% of students meeting the standard.

3. The percentage of students in the standard not met category was greatest (15-24%) in all claim areas, was in the 4th grade.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	60	89	0	58	89	0	58	89	0.0	96.7	100.0
Grade 4	72	67	84	0	64	80	0	64	80	0.0	95.5	95.2
Grade 5	99	74	94	0	74	90	0	74	90	0.0	100.0	95.7
All Grades	244	201	267	0	196	259	0	196	259	0.0	97.5	97.0

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2460.	2431.		34.48	20.22		32.76	28.09		12.07	23.60		20.69	28.09
Grade 4		2466.	2469.		25.00	11.25		18.75	32.50		25.00	30.00		31.25	26.25
Grade 5		2495.	2514.		24.32	23.33		12.16	28.89		32.43	21.11		31.08	26.67
All Grades	N/A	N/A	N/A		27.55	18.53		20.41	29.73		23.98	24.71		28.06	27.03

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.66	22.47		41.38	42.70		18.97	34.83
Grade 4		25.00	18.75		37.50	46.25		37.50	35.00
Grade 5		20.27	23.33		44.59	51.11		35.14	25.56
All Grades		27.55	21.62		41.33	46.72		31.12	31.66

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.66	25.84		44.83	51.69		15.52	22.47
Grade 4		20.31	17.50		48.44	57.50		31.25	25.00
Grade 5		17.57	18.89		60.81	52.22		21.62	28.89
All Grades		25.00	20.85		52.04	53.67		22.96	25.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.21	22.47		51.72	57.30		12.07	20.22
Grade 4		26.56	13.75		45.31	66.25		28.13	20.00
Grade 5		16.22	22.22		60.81	62.22		22.97	15.56
All Grades		25.51	19.69		53.06	61.78		21.43	18.53

Conclusions based on this data:

1. 48% of our 3rd-5th graders scored at or above standard. Third grade students performed the highest overall with 67% of the students scoring at or above standard. While 5th grade had 36% scoring at or above the standard.

2. Of the three claim areas, Applying Mathematical Concepts and Procedures was our lowest scoring area, with 30% students performing below standard. The other two claims had very similar scores with 75% above at and near the standard.

3. The percentage of students scoring in the Standards Not Met category increased by 10 percentage points in grades 3rd-5th.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	6	10	10
1	*	*	*	*	*	*	*	*	*	8	6	7
2	*	1509.9	*	*	1520.8	*	*	1498.4	*	*	11	4
3	*	*	*	*	*	*	*	*	*	7	*	8
4	*	*	*	*	*	*	*	*	*	9	7	6
5	*	*	*	*	*	*	*	*	*	7	8	9
All Grades										38	43	44

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.63	27.91	20.45	47.37	30.23	54.55	44.74	39.53	18.18	5.26	2.33	6.82	38	43	44

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	72.73	*	*	18.18	*	*	9.09	*	*	0.00	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.95	46.51	56.82	52.63	32.56	31.82	15.79	18.60	6.82	2.63	2.33	4.55	38	43	44

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	9.09	*	*	54.55	*	*	18.18	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.63	11.63	6.82	26.32	37.21	18.18	55.26	25.58	61.36	15.79	25.58	13.64	38	43	44

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	54.55	*	*	45.45	*	*	0.00	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.05	39.53	43.18	78.95	58.14	50.00	0.00	2.33	6.82	38	43	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	54.55	*	*	45.45	*	*	0.00	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.32	41.86	68.18	71.05	55.81	25.00	2.63	2.33	6.82	38	43	44

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	23.26	11.36	63.16	48.84	70.45	26.32	27.91	18.18	38	43	44

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	23.26	6.82	73.68	60.47	81.82	15.79	16.28	11.36	38	43	44

Conclusions based on this data:

1. We had a small increase of EL students in 21-22 from the previous years but have remained similar in subsequent years. With the largest groups entering K or exiting 5th in 2022-23.

2. More specifically, 83% of our EL learners scored at well and moderately developed in the writing domain and 97% scored at well and moderately developed in listening. An area for growth is in reading with 72% scoring level 3 and 4.

3. Boxes that contain asterisks reflect numbers less than 10 which is statistically insignificant to make statements of gain or decline.

School and Student Performance Data

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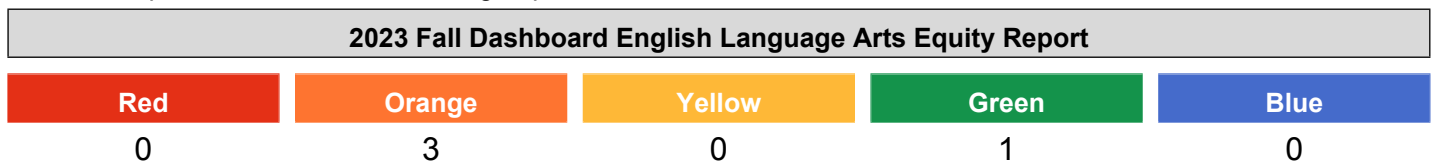
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
549	**35.3**	**9.5**	**0.4**
Total Number of Students enrolled in Will Rogers Learning Community.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	52	9.5
Foster Youth	2	0.4
Homeless	2	0.4
Socioeconomically Disadvantaged	194	35.3
Students with Disabilities	80	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	51	9.3
American Indian	1	0.2
Asian	31	5.6
Filipino	6	1.1
Hispanic	233	42.4
Two or More Races	27	4.9
Pacific Islander	2	0.4
White	198	36.1

Conclusions based on this data:

1. Will Rogers is a socio-economically and ethnically diverse student population. African American, Asian and two or more races make-up 17% of the student population.

2.   White and Hispanic make up 81% of our student ethnicities. When selecting our language of choice for our IB instructional program, the community voted to pursue instruction in Spanish.

3.   Our largest subgroup is SED with 31.7% which will inform how we apply supplemental funding and services. Students with disabilities and EL learners are the next largest with similar sized groups.

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

2. Chronic absenteeism is in the high range. However, we are trending towards improving absences to pre pandemic rates. Work towards improving this through parent education and community connections are needed.

3. We continue to have an extremely low rate for suspensions as we implement a continuum of positive behavior supports.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	53.2 points below standard	Less than 11 Students
17.3 points above standard	Decreased Significantly -38.2 points	
Decreased -5 points		0 Students
245 Students	27 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
	37 points below standard	52.8 points below standard
2 Students	Decreased -3.7 points	Decreased Significantly -36.1 points
	109 Students	48 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
44.4 points below standard	Less than 11 Students	18.6 points above standard	Less than 11 Students
Decreased Significantly - 31.8 points	1 Student	Decreased -14.7 points	4 Students
20 Students		16 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	No Performance Color	Green
22.6 points below standard	4 Students	0 Students	74.3 points above standard
Decreased -6.9 points			Decreased Significantly - 15.8 points
116 Students			86 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.5 points below standard	Less than 11 Students	27.7 points above standard
Decreased Significantly -31.9 points	10 Students	Maintained +0.3 points
17 Students		196 Students

Conclusions based on this data:

1. Overall, the majority of our students scored in the high range for ELA even though we had a minor decrease by 5 points.

2. Similar to statewide trends, we will need to continue our attention on closing the achievement gap between our hispanic students (scored 22.6 points below standard) and our white students (74 points above standard).

3. All students subgroups showed a decrease in growth of approximately 35 point with the exception of our SED subgroup decreasing only 3 points. This data can help us identify the supports we may be lacking for our subgroups populations.
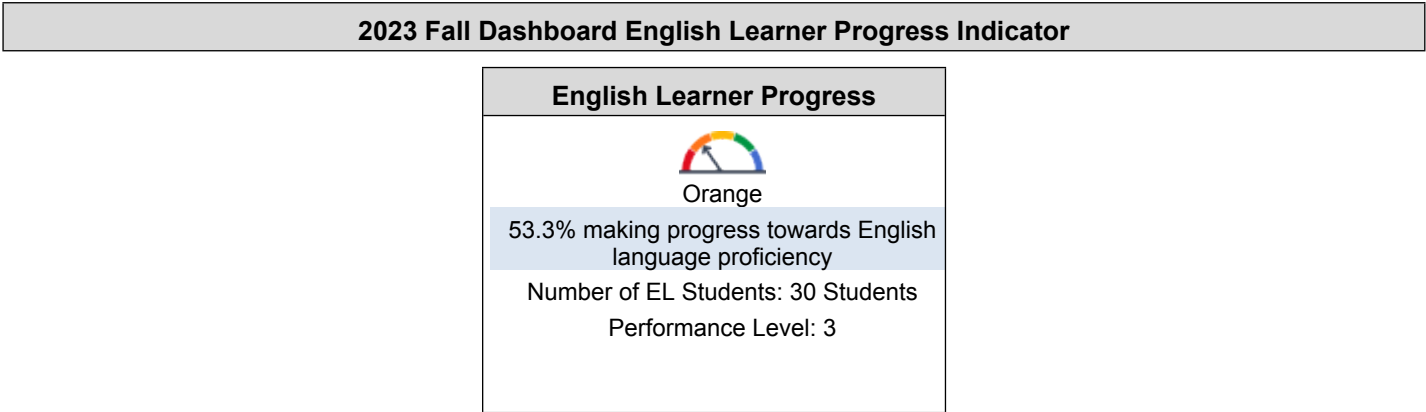
School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 8.5 points below standard Maintained +2.4 points 247 Students	58.1 points below standard Increased +3 points 27 Students	Less than 11 Students 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 2 Students	Yellow 49.6 points below standard Increased +11.7 points 111 Students	Orange 65.6 points below standard Decreased -10.3 points 48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
82.3 points below standard	Less than 11 Students	31.6 points above standard	Less than 11 Students
Decreased Significantly - 33.5 points	1 Student	Decreased Significantly - 18.6 points	4 Students
20 Students		16 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	No Performance Color	Green
43.5 points below standard	4 Students	0 Students	38.6 points above standard
Increased +6.3 points			Decreased Significantly - 17.1 points
118 Students			86 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
96.1 points below standard	Less than 11 Students	3.3 points below standard
Decreased Significantly -16.4 points	10 Students	Maintained +1.2 points
17 Students		198 Students

Conclusions based on this data:

1. Our mathematics scores show below standard by 8.2 points but we did maintain our growth from 2022 to 2023. We increased our growth for subgroups SED and EL.

2. We continue to work towards closing the gap that exists with white students performing 39 points above standard and our hispanic subgroup 43.5 points below standard. However, our hispanic group did show a small increase in points for 2023.

3. Subgroups SED and students with disabilities have similar scores of 56-60 points below standard pointing to a need for targeted support and services to close this gap.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
53.3% making progress towards English language proficiency
Number of EL Students: 30 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	7	4	12

Conclusions based on this data:

1. 76.6 % of our EL learners maintained or progressed at least one level. With 40% of students progressing at least one level.

2. Given the low number of students (7) who decreased levels, we can readily design, plan and implement a plan for support.

3. We will need to closely monitor the 36% EL learners who maintained their level to ensure that they make progress next year.
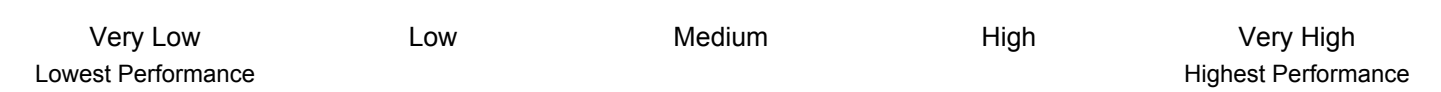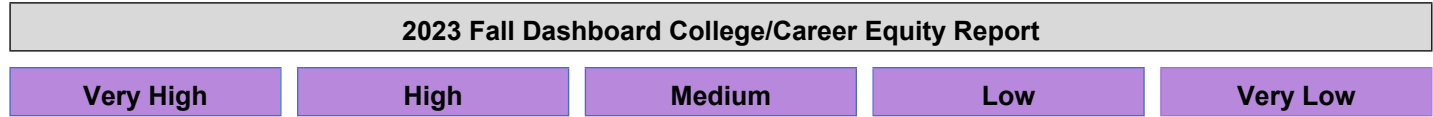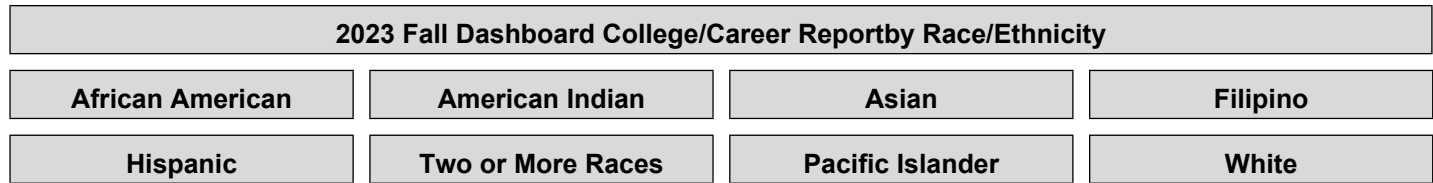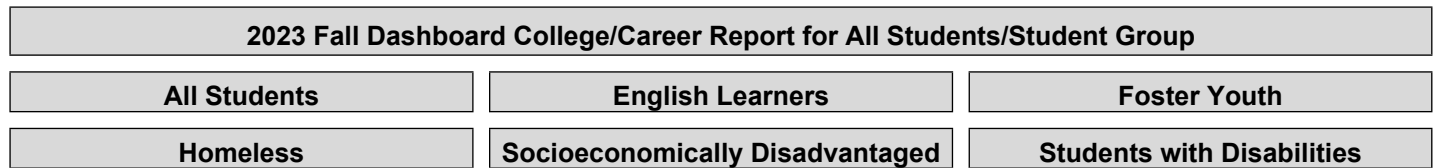
School and Student Performance Data

Academic Performance
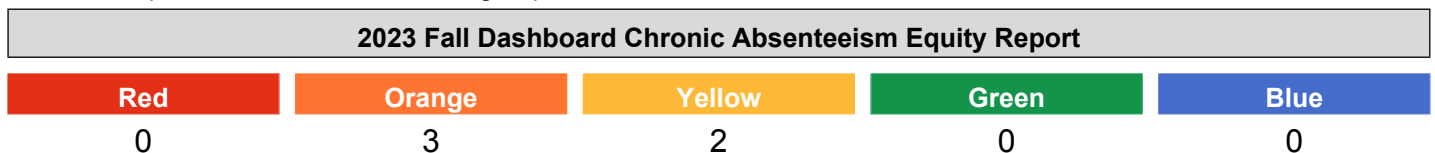## College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	2	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
24.4% Chronically Absent	23.1% Chronically Absent	
Declined -1.4	Declined -19.1	4 Students
561 Students	52 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
61.5% Chronically Absent	Yellow	Orange
0	32.9% Chronically Absent	33% Chronically Absent
13 Students	Declined Significantly -6.2	Declined -3.1
	234 Students	97 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
32.1% Chronically Absent	Less than 11 Students	6.5% Chronically Absent	Less than 11 Students
Declined -10.2		Increased 1.9	
	1 Student		6 Students
56 Students		31 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	25.9% Chronically Absent	Less than 11 Students	Orange
31.4% Chronically Absent	Increased 9.9		15.1% Chronically Absent
Declined Significantly -4.6		2 Students	Increased 1.7
239 Students	27 Students		199 Students

Conclusions based on this data:

1. 25% of the population had chronic absenteeism in 21-22. This is partly due to the COVID 19 surges that have contributed to an increase in chronic absenteeism at rates much higher than pre-pandemic.

2. Our two largest ethnicity subgroups scored high for chronic absenteeism, which statistically points that overall our student body has room for improvement in attendance school-wide.

3. Our EL learners have the largest rate of chronic absenteeism at 42%, The SED subgroup was the next largest at 39%.

School and Student Performance Data

Academic Engagement
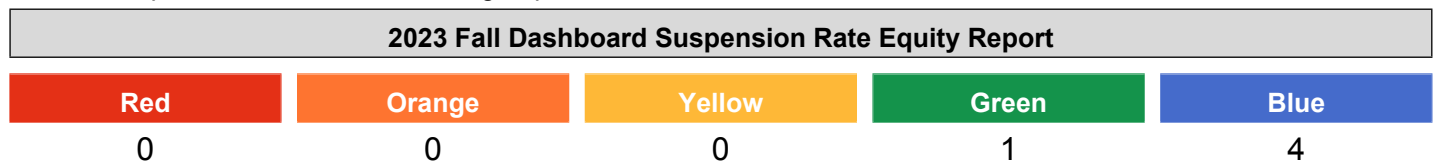## Graduation Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
0.2% suspended at least one day	0% suspended at least one day	5 Students
Maintained -0.1	Maintained 0	
566 Students	53 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Blue	Blue
13 Students	0% suspended at least one day	0% suspended at least one day
	Maintained 0	Declined -1.4
	236 Students	99 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
Maintained 0	1 Student	Maintained 0	6 Students
58 Students		31 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	0% suspended at least one day	Less than 11 Students	Blue
0.4% suspended at least one day	Maintained 0	2 Students	0% suspended at least one day
Increased 0.4	27 Students		Declined -0.7
240 Students			201 Students

Conclusions based on this data:

1. Given the extremely low rate of suspension, the data doesn't yield notable conclusions.

2. Our students with disabilities is the one subgroup with suspensions. While this might normally raise questions about the types of interventions used to support our SPED students; given the very low rate, it is hard to draw conclusions.

3. Our low rate of suspension, reflects a progressive discipline system which is successful in reducing suspensions and utilizing alternative forms of behavioral supports and intervention.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA and Mathematics

LEA/LCAP Goal

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

Goal 1

Engage and support all students, across the curriculum, by promoting critical thinking through student-led inquiry, problem solving, and reflection. Based on the previous year's scores, there will be a 10% increase of students scoring Level 3 and Level 4 on both the Spring Star assessment (2nd-5th) and the ELA and Math CAASPP (3rd-5th) by June 2025. Local measurements such as the CSTP continuum for standard 1.0 and student voice forums will be used to guide teacher development.

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

While we excel at establishing structures for inquiry and reflection in all content areas through the workshop and IB model of inquiry lessons, we are not seeing the translation to higher achievement scores on the CAASPP. A focus on establishing core non-negotiable instructional components by grade level will help ensure the fidelity of our program. Strong Tier 1 instruction that includes a balance of differentiation, conferring and intervention will benefit our student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: 5th Grade ELA	38% exceeded standards; 19% met standards; 23% nearly met standards; 20% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 4th Grade ELA	35% exceeded standards; 24% met standards; 8% nearly met standards; 34% did not meet standards	10% increase in the number of students performing at or above grade-level standards.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: 3rd Grade ELA	35% exceeded standards; 32% met standards; 21% nearly met standards; 12% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 5th Grade Math	24% exceeded standards; 12% met standards; 32% nearly met standards; 31% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 4th Grade Math	25% exceeded standards; 19% met standards; 25% nearly met standards: 31% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
CAASPP: 3rd Grade Math	35% exceeded standards; 33% met standards; 12% nearly met standards; 21% did not meet standards	10% increase in the number of students performing at or above grade-level standards.
F&P Running Record Assessments	Funding sources limited the number of assessment days we were allotted this year.	Growth toward the assessment 3 times yearly for all students to ensure fidelity across grades. 72% of students K-5 will meet grade level targets based on the Fountas and Pinnell IRL Leveling System
Baseline Writing Assessment (DIWA)	Fall Interim (Narrative) 20% meet/exceed and 49% developing Winter Interim (Opinion) 30% meet/exceed and 47% developing	Increase by 10% of students K-5 will meet/exceed grade level targets based on the DIWA rubrics
IB Learner Profile (K-5)	Per the 10 Learner Profile Attributes	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners (under construction).
CSTP continuum for standard 1.0 Rubric	Grade levels k- 5th rated inquiry cycle progress as level 3 Applying	By 2025 increase to level 4 integrating

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)	Source(s)
7,500	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Action Inquiry Training for trans-disciplinary units of study k-5
5,000	Restricted Lottery 5000-5999: Services And Other Operating Expenditures Subscription to online platform (TODDLE) to record student portfolios for IB units, manage units and resources for units

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)
2500.00	Site Formula Funds

	4000-4999: Books And Supplies Instructional Materials and Supplies for STEM
2500.00	Site Formula Funds 4000-4999: Books And Supplies Regenerative Farm Supplies

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 and/ or specific subgroups

Strategy/Activity

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

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)
80,000.00	Title I 1000-1999: Certificated Personnel Salaries 40% K-2 Early Literacy Intervention Teacher
9500.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants subs for differentiated and small group instruction

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)	Source(s)
20,000.00	Title I 1000-1999: Certificated Personnel Salaries Teacher substitutes to administer BAS (3 days)

15000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Weekly grade level planning
5000	District LCAP Funds 1000-1999: Certificated Personnel Salaries IB Planning Days for IB integration

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)
5000	Restricted Lottery 5000-5999: Services And Other Operating Expenditures Subscription to online platform (TODDLE) to record student portfolios for IB units, manage units and resources for units
	5000-5999: Services And Other Operating Expenditures Dreambox and Lexia
5000	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Freckle for grades 3-5 (ELA, Math, and Social Studies)

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	1000-1999: Certificated Personnel Salaries Spanish Instruction for Students in Grades 2-5
0	Ed Foundation 5800: Professional/Consulting Services And Operating Expenditures Regenerative Farming
0	Ed Foundation 5000-5999: Services And Other Operating Expenditures 15 Weeks of Art Instruction for all students
5000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Full Circle Composting Assembly and maintenance

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)
2500	Site Formula Funds 4000-4999: Books And Supplies Materials for IB Units
7500	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures 4th and 5th grade teacher training for IB Programme Training on Exhibition

| 8250.00 | Site Formula Funds
5800: Professional/Consulting Services And Operating Expenditures
IB Membership and Authorization Fee |
| 65000.00 | Title I
1000-1999: Certificated Personnel Salaries
40%FTE for IB coordinator and coach |

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted support for specific subgroups that qualify for Title I services to increase their academic achievement.

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)
1000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures STEM and Literacy Family Nights

Annual Review

SPSA Year Reviewed: 2023-24

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

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

This goal was newly created in 2023-24 all strategies were implemented successfully. However, we are still in the "applying" phase of trans-disciplinary instruction through our IB units of study. We recognize a need to create authentic units that are student led versus teacher driven. Effective inquiry units will require more collaboration time and training for our teachers. Our inquiry cycles were grade level specific versus school-wide. Next year we want to move towards school-wide inquiry foci to impact more measurable school-wide change. We 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. Grade level teams are building capacity and tier 1 instruction and alignment within the grade level.

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 2023-24 we became a targeted title 1 school. This change reallocated supplemental services and support to our title 1 students. The most significant budget allocations included funds shifting from Teacher College Staff Developers to securing a a math interventionist (4th and 5th grades) and additional support for tier 3 reading support. While this targeted our support to our title 1 students, it refocused our budget to subgroups versus work school-wide training and support in literacy and math. With the merge of Muir and Rogers, we are still developing our IB academic program and training our new staff on trans-disciplinary instruction.

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

While our goal will remain the same we added, "student-led" language to the in inquiry part of the goal. This change is to highlight our goal to not refine but recreate units of study that begin with generating students interest and integrate the state standards into each unit. We are in our second year of IB authorization. The first two years we created and refined teacher driven units and we see the need to grow organic units to increase student engagement. In 2024-25 we return to school-wide title 1. This will allow us to hire a k-2 reading interventionist and IB coordinator whose primary focus will be in co-teaching, collaboration and teacher support to create trans-disciplinary units of study.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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

Goal 2

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

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC overal scores	Level 4=12%, Level 3= 37%, Level 2=23% and Level1=26%	English Learners at Will Rogers Learning Community will demonstrate an increase in one level by June 2024.
Reclassification Criteria	Current Number of EL students: 38 Current Number of RFEP monitored students: (10 of 12 remaining proficient on local and state measures) Number of students reclassified in 2023/2024: 4	Of the 38 EL students, we were able to reclassify all 5th graders except our three newcomers and one SPED student. By 2025 we anticipate a 90%reclassification rate for 5th graders and continued progress for our rfep students.
CAASPP Assessments for 3rd-5th graders	CAASPP scores from 21-22 were below 55% proficient in ELA	10% increase from the 2022-23 scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
F&P Running Record Assessment of Independent Reading		70% of students K-5 will meet grade level targets based on the Fountas and Pinnell IRL Leveling System
IB Learner Profile	Per the 10 Learner Profile Attributes	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners (under construction).
Star ELA	EL students in grades 2nd-5th	Will score over the 38% in ELA

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, on Tier ELD practices, specifically on understanding, teaching and designing lessons on the ELA, language standards.

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)
5,000	Title I 5800: Professional/Consulting Services And Operating Expenditures PD for teachers on integrated EL PD to support teachers with integrationin to IB units.
10,000	Title I 5800: Professional/Consulting Services And Operating Expenditures ELD consultant to offer PD on integrated EL strategies and support with integration with our IB units.

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)	Source(s)
2500	Site Formula Funds 4000-4999: Books And Supplies 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)

Targeted support for specific subgroups that qualify for Title I services to increase their academic achievement.

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)	Source(s)
	1000-1999: Certificated Personnel Salaries Language and Literacy Interventionist
	4000-4999: Books And Supplies PALS intervention literacy program for grades K-3

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 - Provide teachers opportunities to engage in collaborative inquiry, specifically around designing and teaching ELA specific language standards to inform the instruction of writing in at least one genre of writing.

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)
5,000.00	Title I 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)	Source(s)
	Restricted Lottery 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)

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)
0	1000-1999: Certificated Personnel Salaries Spanish Language classes 2-5th grades
0	
5000	Site Formula Funds 4000-4999: Books And Supplies Culturally Responsive Texts for Grand Conversations- SMEF Grant
0	

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)
	Ed Foundation 4000-4999: Books And Supplies IB Learner Profiles Books and Support- SMEF Grant

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted support for specific subgroups that qualify for Title I services to increase student academic achievement and parent engagement.

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)
1485.00	Title I 4000-4999: Books And Supplies Dia De Los Muertos and Cinco De mayo

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

This is our first year implementing this goal. While our EL learning progress on ELPAC and Star and reclassification data growth in all grade levels, we did not implement this goal with fidelity. We were unable to plan a PD for teachers, due to district trainings that took several of our Friday PD days. Additionally, we recognized that grade levels were not using the same curriculum/ resources to teach designated and integrated strategies. We are a school who uses TCWRP versus benchmark. TCWRP does not have specific resources to support EL learners. This made it difficult 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. There is a need to receive more training from the district on how to effectively support our EL learners.

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

in 2023-24 we became a targeted title 1 school. Funding we had anticipated to use for training teachers on integrated and designated EL instruction was reallocated. We use dour funding to add an additional part-time LLI teacher. With the merger of Muir, we acquired more EL learners. In order to provide them with a minimum of 75 minutes of intervention support, we hired a part time interventionist This provided more intervention services for newcomers, and Tier 3 reading groups.

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.

We will continue this goal with an emphasis on understanding and exploring the ELA language specific standards. This is a great starting point so that teachers are not picking and choosing the standards they understand most to teach, and omitting others. Grade levels will establish a pacing plan, resources and training that instruct each language standards with fidelity and effectiveness. Which will subsequently support our EL learners with differentiated intervention.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement/Satisfaction

LEA/LCAP Goal

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

Goal 3

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

Identified Need

An emphasis on the need to prioritize development of a community that embodies the district's priorities of DEI and belonging, curiosity and empowerment. Practices by staff at Will Rogers Learning Community – include regular and ongoing discussions at grade-level meetings, cross-grade level meetings, inquiry meetings, professional development sessions, and faculty conferences. In addition, teaching staff have met with the instructional coach, IB coordinator and principal to reflect on strengths and areas of growth during each inquiry cycle grounded in our SPSA goals.

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hanover School Climate Survey	40% of parents and 58 % of students completed the survey. This was a significant increase	Increase the percent of students who report liking school by 10% in 2025.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	from previous years respondents. 74% of students in 2022-23 reported liking school. 85% of parents in 2022-23 reported good or excellent quality of education.	Increase parent report of good or excellent quality of education by 5% in 2025.
IB Learner Profile	Monthly emphasis on one of the 10 Attributes of the IB Learner Profiles. Books highlighting each profile are showcased each month in the library and read in classrooms.	100% of students will exhibit International mindedness as detailed by the 10 attributes of the IB Learner Profile. These will be measured based on various formative/summative assessments per the WRLC Programme of Inquiry planners. Students will write weekly reflections on their progress citing examples of how they embody the profile.
Social Justice Standards	Focus was primarily on the identity standard.	Incorporation of the Social Justice standards into the curriculum TK-5. Students will be able to respond to events, situations, and interpersonal conflicts by utilizing the standards.
Attendance at school workshops, activities, and events	Approximately 10 parents attended monthly Parent Support Group sessions. They were held via zoom and topics were published in advance with parent feedback.	Increased family attendance at these workshops by holding them in-person, dinner and childcare.
Staff participation in SEL activities	The practice of community meetings in every classroom, daily. Implementation varies based on teacher training. For example, Responsive classroom, OLWEUS, Restorative Justice and Holding Space.	100% of staff will be trained in level 1 and 2 of Restorative Practices and other SEL activities daily within their classroom. School-wide expectation to hold community meetings at least once within the school day.
Olweus Data	The highest form of bullying reported by students was from exclusion (19% girls and 22%	Reduction of bullying (verbal and exclusion) by at least 5% for girl sand 10% for boys.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	boys) and verbal (17% girls 24% boys).	
CA Heathy Kids survey	85% of 5th graders felt school positive school-connectedness. Out of 100 respondents: Do you feel close to people at/from this school? (37 most of the time 29 all of the time) Are you happy to be at/with this school? (42 most of the time 44 all of the time) Do you feel like you are part of this school? (56 most of the time 72 all of the time)	10% increase in a positive reporting about their school experience.
Cotsen Pre-Post survey top determine the impact of reading culturally relevant read aloud followed by student facilitated grand conversations.	100 students surveyed in grades 2, 3 and 5. Survey gathered data on how student identities were included and valued within their daily experience at school. 82% reported feeling safe, seen and valued.	Increase of 10% on the Post survey which will be given in late May.
Attendance Rates for chronic absences	21% chronic in 2022-23 school year to 13% from Aug.2023 - Feb of 2024	5% decrease in chronic absences for the 2024-25 school year.

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)	Source(s)
30,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Social-Emotional PD: RJ, Trauma Informed Practices, DEI and equity
0	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures DEI committee trainings

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)	Source(s)
0	Ed Foundation 4000-4999: Books And Supplies Instructional Materials and Supplies- culturally responsive texts
2500.00	Site Formula Funds 4000-4999: Books And Supplies Art cart supplies for lunchtime

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and targeted support for specific subgroups that qualify for Title I services to increase student academic achievement.

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)	Source(s)
0	
500.00	Title I 5900: Communications Printing and publication of materials

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)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries Grade Level Meetings

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)
0	Parent-Teacher Association (PTA)

	5800: Professional/Consulting Services And Operating Expenditures Raz Kids
5000	Title I 5000-5999: Services And Other Operating Expenditures School-wide Parent-teacher communication tool; Toddle

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)	Source(s)
5000	Title I 5000-5999: Services And Other Operating Expenditures Pali Camp Outdoor Science School

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)
	District LCAP Funds

	1000-1999: Certificated Personnel Salaries Spanish Language teacher

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and targeted support for specific subgroups that qualify for Title I services to increase student academic achievement.

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 2000-2999: Classified Personnel Salaries Custodial Staff for Cinco de Mayo
1455	Site Formula Funds 2000-2999: Classified Personnel Salaries Parent Support Group
45000	Title I 5000-5999: Services And Other Operating Expenditures School Counselor

Annual Review

SPSA Year Reviewed: 2023-24

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

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

Teachers and staff gained instructional confidence, collective teacher efficacy and most importantly embraced change maker action. Our partnership with the Cotsen Foundation was instrumental in the successful implementation of this goal. We participated in three impactful PDs with Dr. Silva from USC on equity and race. From these opportunities we developed goal consensus and a shared understanding of culturally responsive practices. Learning together build cohesive teacher knowledge. Trainings were embedded with reflective practices and opportunity for mind-set shifts.

Teachers engaged in provoking conversations around building relationships and a sense of belonging with students and staff. As a larger staff and in grade levels we learned how to use culturally responsive texts and hold space for students by facilitating grand conversations. Students practiced discussing topics around identity, inclusion and diversity. Teachers facilitated questioning to elicit student thinking. Our Cotsen fellows received additional, monthly training to deepen their learning and influence grade level teams to try new approaches. They opened their classrooms for observation and helped facilitate subsequent PDs for their colleagues.

Our emphasis on culturally responsive teaching ignited staff-wide conversations to examine our school values around discipline and student behaviors. The new learning led us to realign our values around community and expectations for our students. In May, four cohorts of staff were trained in Restorative Justice. We also created an MTSS committee. While there is still much to do, the implementation of this goal ignited a desire to re-build our community values and place a priority on examining the ways our systemic school practices and beliefs are culturally responsive and reflective our diverse community.

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

We applied and were granted an additional Cotsen grant to train more staff on Grand Conversations using culturally relevant text. This additional funding allowed for expanded implementation.

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.

Through our study of culturally relevant practices, we learned that many systemic protocols, procedures and approaches we utilize to run our school should be re-examined. We edited our goal to reflect and emphasis on building a sense of belonging, inclusivity and community. Our previous goal centered on the identity of our students and we wanted to expand this to include the identity of our community. We plan to gather alternate forms of data (street data) versus statistical data to determine the impact on our students. Additionally, we want to not only shift our instructional practices, but all systems that support our school culture, such as the SST process, our SLT and SSC meeting formats.

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	$324,419
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$365,190.00

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 ($)
Title I	$281,985.00

Subtotal of additional federal funds included for this school: $281,985.00

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

State or Local Programs	Allocation ($)
	$0.00
District LCAP Funds	$20,000.00
Ed Foundation	$0.00
Parent-Teacher Association (PTA)	$0.00
Restricted Lottery	$10,000.00
Site Formula Funds	$53,205.00

Subtotal of state or local funds included for this school: $83,205.00

Total of federal, state, and/or local funds for this school: $365,190.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

American Book Drive	957.93	957.93
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (Ed Foundation)		
Title I 18-19 Allocation	220,681.33	220,681.33
Title I 17-18 Carryover		

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Lila Daruty	Principal
Jeremy King	Classroom Teacher
Katja Alexander	Classroom Teacher
Sally Miller	Classroom Teacher
Mark Miller	Parent or Community Member
Carla Nunez	Parent or Community Member
Mark Miller	Parent or Community Member
Gabriela Gonzalez	Other School Staff
Tristen Gartrell	Parent or Community Member
Flory Vila	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
(signature: Gabriela Geng)	Other: Assistant Principal

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/2024.

Attested:

Signature	
(signature)	Principal, Lila Daruty on 5/16/2024
(signature)	SSC Chairperson, Jeremy King on 5/16/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Santa Monica-Malibu Unified School District

Educational Services Department

Will Rogers Learning Community

PARENT AND FAMILY ENGAGEMENT POLICY

Will Rogers Learning Community has developed a written parent and family engagement policy with input from parents.

The school developed the policy with parent input. Input was collected at spring meetings of English Learner Advisory Council (ELAC), School Site Council (SSC), and Tile I Family meetings to develop the plan for the upcoming school year. The plan is adopted by the SSC as part of the annual SPSA adoption process.

It has distributed the policy to all parents and guardians.

The policy is posted on the website.

The policy is available in the office.

The policy is shared annually with the first-day packet which is provided digitally and hardcopy available upon request.

The policy is available in other languages via technology applications, and support is available from the Bilingual Community Liaison(Spanish Translation.).

The policy is updated annually each spring, with the input of parents given at parent meetings.

The policy is reviewed and adopted by the SSC in conjunction with the SPSA.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

The meeting is held each year.

The meeting is held on Zoom and in-person give opportunity for access from off-site locations. Parents needing support with Zoom were offered support from the Bilingual Community Liaison.

Families received a direct email invite from the principal with additional outreach via the Bilingual Community Liaison.

The meetings were advertised on the school website, and in the weekly school eblast.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

Monthly PTA meetings are held both in-person with a zoom option and in the evening.

Monthly SSC meetings are held via zoom and in the afternoon.

ELAC meetings are held in the mornings and during the school day.

BTSN and Open House are held in the evenings.

Individual parent-teacher conference are held before, during and after school.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

The school invites and encourages parents of Title I students to be involved in school engagement opportunities such as ELAC, PTA Executive Board, PTA, and Farm Committee. These meetings and group events are advertised throughout the school year. All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in the school's School Plan for Student Achievement (SPSA).

The school will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

The school provides parents of students with timely information about the schools programs.   How does the school provide the information?

Programs are shared in multiple ways including the school website, district website, the weekly school eblast, emails/phone messages/texts, social media, flyers, postings out front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.

The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

Back to School Night and Parents/Teacher Conferences

Fall Progress Reports

Winter and spring Standards Based Report Cards

Annual CELDT and EL reports

Letters with student assessment scores available for review on the Aeries parent portal for fall, spring, and winter.

School-wide data and information shared at ELAC, SSC, PTA and other meetings.

Resources, letters, flyers shared on the school and district website, eblasted, and sent home.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Parent/Teacher Conferences each fall and ongoing as needed.

Student Success Team (SST) Meetings as needed.

Teacher communications with parents via emails, calls, and classroom apps.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Parent/Teacher Conferences each fall and as needed.

Events like Back to School Night and Open House.

Fall Progress Reports and Winter and Spring Report Cards.

Star student assessment scores shared via the Aeries portal.

School-wide data and information shared at ELAC, SSC, PTA and other meetings.

Parent workshops and trainings, such as the WRLC Parent Support Group

Family events such as Movie Night, Family Farming Days and the Rodeo Family Dance.

We reserve at least one percent of the Title I allocation for parent and family engagement opportunities.

English Learner reclassification meetings in the winter and spring

Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Parent workshops and trainings on topics related to SEL , homework and social media.

Resources shared by the school via email and weekly blasts.

Information shared at Parent/Teacher conferences, events like Back-to-School Night, and at parent group meetings (such as ELAC.)

Decision making and advisory group trainings, conferences, and/or events.

Posting of resources on the website (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Faculty Meetings

Staff Professional Development

Trainings and workshops

Resources and materials provided

Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Annual workshops and training such as the WRLC Parent Support Group.

Advertisement and promotion of parent committees like ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.

The Bilingual Community Liaison supports families and helps connect families to school.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

The policy is available in other languages via technology applications, with support from the Bilingual Community Liaison.

All postings on the website are viewable in numerous languages via a translation app.

Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however Will Rogers offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request. Additionally, the weekly Will Rogers Roundup can be translated into 100 languages.

The Bilingual Community Liaison provides support to families

The PTA works in collaboration with school staff and leadership to support family engagement.

The school provides support for parental involvement activities requested by parents.

School information and reports are provided in a clear understandable format that is accessible to families.

Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Will Rogers Learning Community on Dec. 14, 2023 and will be in effect for the period of one year.

The school will distribute the policy to all parents of students on, or before: August 24th, 2024.

Name of Authorized Official: Lila Daruty

Signature of Authorized Official here: Date Approved: 12-14-23

Santa Monica-Malibu Unified School District

Educational Services Department

Will Rogers Learning Community

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2024-25

Will Rogers Learning Community distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

This compact is posted on the website, available in the office, and shared annually with the first-day packet which is provided digitally and hardcopy available upon request.

This compact is available in other languages via technology applications, and support in reviewing the document is available from the Bilingual Community Liaison.

The compact is updated annually each spring along with the Title I Family Engagement Policy.

Input from parents is given at the annual parent Title I Community meetings in the spring. The meeting is advertised to all families on the website and in the weekly school eblast.

The Bilingual Community Liaison directly emails and/or calls Title I families on behalf of the principal to invite them to attend the annual meeting to give input.

The compact is reviewed and adopted by the SSC in conjunction with the SPSA.

As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.

The school invites and encourages parents of Title I students to be involved in school engagement opportunities such as ELAC, Special Ed Parent Group, PTA Executive Board, PTA, and other school committees. These meetings and group events are advertised throughout the school year.

All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in the school's School Plan for Student Achievement (SPSA).

The school will continue to use findings from all data sources to revise the Title I School Parent Compact so that it reflects the needs of all families.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

Formal Parent/Teacher Conferences in Fall and as needed throughout the year.

Fall Progress Reports

Community learning events such as Back to School, Family STEM Challenge Night and IB Parent info. session.

Celebration of learning events such as: Caine's Arcade, 5th grade Exhibition and Open House.

Fall Progress Reports and Winter and Spring Report Cards.

Library Coordinator integrates monthly events into his decor and instruction. He showcases authors from different cultures.

Star Renaisance score reports are shared and available on the Aeries parent portal.

School-wide data and information shared at ELAC, SSC, PTA and other meetings.

English Learner reclassification meetings in the winter and spring.

Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

Parent Training and Resources shared by the school via email and weekly RoundUp Newsletter.

Decision making and advisory group training, conferences, and/or events.

Posting of resources on the website (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.

Parent Support Group workshops and trainings.

Will Rogers reserves at least one percent of the Title I allocation for parent and family engagement opportunities.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

Grade-specific links to the Common Core Standards on our school website

Events like Back to School Night and Parent/Teacher Conferences

Fall Progress Reports

Winter and Spring Standards Based Report Cards

Annual CELDT and EL reports

Letters with student assessment scores posted in aeries portal for review

Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.

Resources, letters, flyers shared on the school and district website, eblasted, and sent home

Student Success Team (SST) Meetings as needed

Teacher communications with parents via emails, calls, and classroom applications

Annual workshops and trainings such as the previous Reflective Parenting Workshop

Advertisement and promotion of parent committees like, ELAC, Special Ed Parent Group, SSC, DEI, ELAC, and PTA.

The Bilingual Community Liaison supports families and helps connect families to school.

Resources, letters, flyers shared on the school and district website, the weekly Roundup Community newsletter and e-blasted and sent home.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

Faculty Meetings

Staff Professional Development

Trainings and workshops

Resources and materials provided

Coaching and resources from specialists such as the Counselor and School Psychologist

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

The school invites and encourages parents to be involved in school engagement opportunities such as, ELAC, Special Ed Parent Group, PTA Executive Board, PTA, Regenerative Farm events, and Committees. These meetings and group events are advertised throughout the school year.

All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. Will Rogers has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.

The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in the school's School Plan for Student Achievement (SPSA).

Programs are shared in multiple ways including the school website, district website, the weekly school eblast, emails/phone messages/texts, social media, flyers, postings out front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.

The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

School information and reports are provided in a clear understandable format that is accessible to families

The compact is available in other languages via technology applications, with support from the Bilingual Community Liaison.

The Bilingual Community Liaison (Bilingual in Spanish) provides support to families.

All live postings on the website are viewable in numerous languages via a translation app. Attachments such as PDFs will require translation.

Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however Will Rogers offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Annual workshops and training for parents such as the WRLC Parent Support Group.

Advertisement and promotion of parent committees like ELAC, District Special Ed Parent Group, SSC, ELAC, and PTA.

The Bilingual Community Liaison supports families and helps connect families to school and community resources for clothing, housing, counseling and medical services, as needed.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

School information and reports are provided in a clear understandable format that is accessible to families.

Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

This Compact was adopted by the Will Rogers Learning Community on December 14, 2023, and will be in effect for the period of one year.

The school will distribute the Compact to all parents and family members of students participating on, or before:August 24, 2024.

Name of Authorized Official: Lila Daruty

Signature of Authorized Official here: Date Approved: May 16, 2024