School Year: **2020-21**

Rose Avenue School
The School Of Science and Wellness

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
Rose Avenue Elementary-The School of Science and Wellness	56725386055370	October 15, 2020	11/04/2020

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.

Vision: Rose Avenue Elementary-The School of Science and Wellness, is dedicated to promote social, emotional, and academic growth for all students.

Mission: To prepare students to become outstanding and productive citizens of society.

Values Statement: 'Our students', not 'my students'. Collaboration not isolation. Recognize and celebrate the good.

Rose Avenue School-The School of Science and Wellness will strive to meet the Every Student Succeeds Act (ESSA) by implementing the three Oxnard School District goals: Goal 1- All students will reach high academic standards in reading and mathematics. Goal 2- The social-emotional,

health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning. Goal 3 -Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth

Under the current situation with the COVID-19 Pandemic, Rose Avenue School is currently focusing on the areas of teaching and learning via remote distance learning to successfully meet the needs of all students. The staff is dedicated in using our district's adopted Management Learning System to deliver synchronous and asynchronous instruction to all students via Zoom and fully implementing the Common Core State Standards (CCSS) with an emphasis on the use of technology through the implementation of 1:1 devices for all students in grades TK-5; including distance learning support for enrichment and intervention instruction with apps such as Lexia for ELA, ST Math, MyOn and Accelerated Reader (AR). We will use both hardcopy material and digital resources for McGraw Hill curricula: My Math, World of Wonders (TK) and Wonders (K-5) during distance learning. We are currently in transition to the Next Generation Science Standards (NGSS). Mystery Science and FOSS kits will be used, if possible, during distance learning and fully once students are able to return back on campus. In addition, we will implement intervention programs to support students' individual needs via distance learning and once they are back on campus. These will include PALS-Teacher Directed Instruction K-3, Reading Horizons, WonderWorks, SonDay Systems, Frames for Fluency, and SIPPs. The teaching staff at Rose Avenue is committed to the full implementation of the CCSS while doing distance learning and dedicated to higher levels of critical thinking and learning for all students under the current remote distance learning situation and once the students are back on campus. Our teaching staff is collaboratively working during distance learning via Zoom and will be teaming in the core areas to meet the individual needs of our student population and to determine additional instructional needs when they are back on campus and as possible during remote distance learning. Teachers will focus on data driven instruction, assess students monthly using Star 360 ELA and Math and Star Early Literacy formally to monitor student growth in the core areas and meet virtually during distance learning and when back on campus to analyze student data results after the monthly assessments to plan instruction and student interventions. Rose Avenue will also focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social emotional needs during remote distance learning and once students are back on campus. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program via virtual opportunities and physically once able to come to campus. Rose Avenue will maintain continual communication with all stakeholders through Canvas, Zoom, SSC, ELAC, Title One meetings, Coffee with the Principal, PTA meetings via virtual meeting during remote distance learning, monthly informational calendars available via, Parent Blackboard, ConnectED, Facebook, and Twitter.

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Comprehensive Needs Assessment Components

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

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

Through regular daily/weekly informal classroom observations an area for growth was determined to be the effective and consistent use of mathematical mindsets strategies. English Language Development was also identified as an additional area for growth, specifically in the area of student engagement. We will increase use of effective critical thinking teaching strategies, such as student use of problem solving skills, academic vocabulary, content engagement and collaboration, across all curricular areas, especially to support English Language Development. The use of these skills will be observable during distance learning spaces of synchronous and asynchronous instruction, as well as, when students are back in the physical classroom.

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 use summative and formative data in order to understand the academic needs of our students. We work collaboratively, using the PLC model to construct a collective understanding of our how our professional practice is impacting student learning. CAASPP and ELPAC scores are used to identify trends and areas of strength in student academic achievement. Based on this data, we construct a school-wide plan that aligns our resources and provides interventions and enrichment opportunities for all our students. As a staff, this data also informs how we utilize our budget to support professional development and to provide supplemental materials and programs to increase student achievement. STAR 360 Assessments and the CAASPP Interim Assessment Blocks (IABs) are used systematically as formative assessments. Formative data is used to plan ongoing instruction, monitor student progress, group students, and implement MTSS structures to support high levels of student learning. Additionally, formative data is used during our PLC collaboration time to ensure our PLC discussions consistently focus on academic student growth. Data is used to monitor student progress on curriculum-embedded assessments and to modify instruction. PLC grade level teams meet once a week to monitor student progress using a variety of assessments including the curriculum embedded assessments, such as Wonders and My Math. Teachers use the results of these assessments to inform their instruction, identify students in need of further review or intervention, and group students for differentiated instruction in ELD, Math or ELA instruction. During PLCs, teachers review the varied assessments available to determine the level of rigor presented within the assessment and the Depth of Knowledge students would need to convey their learning. This helps teachers ensure the assessments are aligned to the instruction. Additionally, we monitor all student reading and math progress throughout the year via monthly STAR 360 assessments. The Principal leads student monitoring conferences with individual teachers three times per year. During these meetings, the teacher has an opportunity to review academic data gathered and individual student concerns with the Principal. Together they identify key standards needed to be addressed during whole class instruction and small group intervention. Students who have been identified as needing additional support and are not making expected growth after receiving additional in-class interventions will be referred to the SST process. All measures will continue in both, during distance learning and once students and staff are back in the physical school setting.

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

Teachers meet for weekly PLCs where student progress is monitored via the curriculum embedded assessments. Student instructional groups for UA, ELD, ELA teaming, math teaming and Tier 1 and Tier 2 interventions are determined for the following intervention cycle. Data from the following assessments is used to determine need and intervention:
Math and Reading chapter tests
Weekly assessments and unit tests

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for Science and Math Manager work directly with teachers to support instruction in Science and Math.

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

All teachers attend weekly collaboration and planning meetings after school every other Tuesday and every other Wednesday. All grade levels (TK- 5) collaborate and team for designated ELD. Grades 1st-5th team for ELA and Math. Several grade levels team for physical education as well as other enrichment opportunities. including Universal Access Time.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

At Rose Avenue, we use the MTSS Model to help our underperforming students meet grade level standards. This MTSS Model includes three tiers of interventions; Tier I, Tier II, and Tier III. During regular student monitoring by teacher and grade level collaboration, students that are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 6-8 weeks and are specific to the student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. When the interventions are not working, students are referred to the Coordinated Services Team (CST) for another 6-8 weeks of interventions, which can involve the Intervention Service Provider (ISP) or school counselor. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST), which involves the parents as partners in the education of their children. Students are referred to Tier III interventions and continue to be closely monitored. Those that are still not demonstrating adequate progress, may be referred to for a Special Education evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and/or Nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of first good instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitor and checking for understanding, and providing corrective feedback. Professional Learning Community practices, will be in place where grade levels will collaborate to analyze student assessment data results, monitor student progress and plan interventions for grade level teaming.

Parental Engagement

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

At Rose Avenue, we believe in forming strong partnerships with parents and the community as they are essential to assist underachieving students. Therefore, our school provides many opportunities throughout the year to involve our parents. We invite parents to attend Family Events focused on Literacy, Science, Math and/or Curricular based Technology to raise understanding and awareness of the grade level expectations. We invite parents to attend Parent-Teacher conferences to review student achievement data. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings are held to review progress toward meeting the expected goals. Additionally, the following parent engagement opportunities will be offered during the 2020-2021 school year. All Parent Engagement events this current school year may be modified and/or held only if allowed in accordance with safety guidelines during the current COVID-19 Pandemic.

- Grade Level Parent Family Nights/Workshops
- Back to School Night-via Zoom
- Monthly Title I Meetings/Café con El Director/Coffee with the Principal-via Zoom
- Health and Wellness Family Carnival, May 2021-If Permitted Due to COVID-19
- ELAC Monthly meetings starting September-via Zoom
- Outreach and Counselor led parent training on Navigating the School System, 2 times a year-Via Zoom
- Virtual/Physical Grade Level Field trips- parent opportunities to volunteer
- Trimester Awards Assemblies-Via Zoom
- School Site Council Monthly Meetings-Via Zoom
- Loving Solutions Parent Training-Via Zoom
- PTA-Via Zoom
- Attendance Matters Parent Training-Via Zoom
- Family Art Night
- Classroom Volunteers

These meetings allow parents to voice any concerns, receive information and to have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety and other school related programs and activities. Our Outreach Specialist and Counselor offer support by connecting families with necessary services to address social-emotional needs.

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)

We feel fortunate to have strong parent involvement at Rose Avenue and we will continue to foster this partnership through 2020-2021 school year. Involvement of parents, community representatives, classroom teachers, and other personnel is vital in assisting in planning, implementing and evaluating programs at Rose Avenue. Parent governance teams such as the School Site Council, English Learner Advisory Committee and Parent Teacher Association are elected by other parents on an annual basis. Parent governance teams, teachers and other personnel provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). Throughout the year, the various parent governance teams and staff members monitor the implementation and progress toward meeting the SPSA goals and revise the plan as necessary.

<u>Funding</u>

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

Categorical funds were used to support small group interventions and programs for differentiation instruction to meet the needs of under performing students. Additionally, funds were used to provide equity for all students through enrichment opportunities, such as standards based field trips and technology programs that enhance the learning of under performing students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress. The following services will be funded to enable under performing students to meet the standards: Intervention-tutoring before and after school, Staff Teaming and Collaboration-weekly staff grade level collaboration, Enrichment-field trips for students related to focus strand and standards, Substitutes-grade Level collaborations and SST/IEP meetings, Librarian- support the AR and Reading Enrichment Incentive Program, Training-professional development and conferences, Positive Behaviors and Interventions- Wellness CHAMPS Classroom Activities and Incentives.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Once student achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social emotional/behavioral needs. Data is shared with and input is elicited from ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other stakeholder groups and aligns the agreed upon actions with the budget.

Resource Inequities

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

The inequities identified as a result of the required needs assessments were: before and after school tutoring, but due to the current Pandemic, it was limited; a TK-Kindergarten Teacher was on leave for most of the school year; the School Counselor was on leave for most of the school year; the Outreach Specialist was on leave for most of the school year; a paraprofessional position was open all year; a substitute shortage impacted Teaming and Collaboration; the COVID-19 Pandemic impacted instruction; TK-1 students did not have access to one to one devices during the distance learning (spring); and over 120 students did not have internet access initially during Distance Learning to be able to access face to face instruction.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.14%	%	0%	1		0
Asian	0.29%	%	0.35%	2		2
Filipino	%	%	0%			0
Hispanic/Latino	97.71%	%	97.53%	684		552
Pacific Islander	0.14%	%	0%	1		0
White	1.43%	%	2.12%	10		12
Multiple/No Response	%	%	0%			0
			Total Enrollment	700		566

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	131		98
Grade 1	101		72
Grade 2	117		91
Grade3	129		98
Grade 4	126		101
Grade 5	96		106
Total Enrollment	700		566

Conclusions based on this data:

Student enrollment decreased due to program choices offered at school sites. Rose Avenue transitioned from a TBE/SEI instructional program to an SEI only program. Political climate and the high cost of living in our county/community also affected our current enrollment. Enrollment decrease is consistent with other local school and/or districts.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners		384	386			68.2%
Fluent English Proficient (FEP)		9	73			12.9%
Reclassified Fluent English Proficient (RFEP)		62	82			17.3%

Conclusions based on this data:

Rose Avenue School had a high increase in students reaching reclassification criteria from the previous year and students who have been RFEP are continuously monitored by classroom teachers to maintain the current English language proficiency and provide necessary supports. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners are clustered at each grade level by needs and proficiency to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language proficiency levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency needs.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	126	105	132	126	105	132	126	105	99.2	100	100
Grade 4	100	120	110	100	120	110	100	120	110	100	100	100
Grade 5	107	94	116	107	93	115	107	93	115	100	98.9	99.1
All Grades	340	340	331	339	339	330	339	339	330	99.7	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2357.	2367.	2371.	6.06	6.35	11.43	10.61	12.70	17.14	26.52	27.78	20.95	56.82	53.17	50.48
Grade 4	2392.	2394.	2402.	8.00	8.33	7.27	10.00	10.00	9.09	19.00	21.67	25.45	63.00	60.00	58.18
Grade 5	2431.	2420.	2435.	0.93	4.30	4.35	12.15	15.05	17.39	28.97	21.51	26.09	57.94	59.14	52.17
All Grades	N/A	N/A	N/A	5.01	6.49	7.58	10.91	12.39	14.55	25.07	23.89	24.24	59.00	57.23	53.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.82	5.56	10.48	34.09	42.86	41.90	59.09	51.59	47.62
Grade 4	6.00	7.50	8.18	39.00	39.17	48.18	55.00	53.33	43.64
Grade 5	2.80	4.30	7.83	40.19	37.63	47.83	57.01	58.06	44.35
All Grades	5.31	5.90	8.79	37.46	40.12	46.06	57.23	53.98	45.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	9.52	8.57	35.61	32.54	41.90	56.06	57.94	49.52
Grade 4	2.00	6.67	4.55	42.00	36.67	48.18	56.00	56.67	47.27
Grade 5	5.61	7.53	5.22	42.99	40.86	40.87	51.40	51.61	53.91
All Grades	5.60	7.96	6.06	39.82	36.28	43.64	54.57	55.75	50.30

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	5.30	7.14	15.24	52.27	61.90	57.14	42.42	30.95	27.62
Grade 4	8.00	5.83	4.55	47.00	62.50	56.36	45.00	31.67	39.09
Grade 5	1.87	2.15	1.74	60.75	50.54	63.48	37.38	47.31	34.78
All Grades	5.01	5.31	6.97	53.39	59.00	59.09	41.59	35.69	33.94

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.82	12.70	11.43	42.42	41.27	36.19	50.76	46.03	52.38
Grade 4	5.00	5.00	4.55	40.00	40.00	40.91	55.00	55.00	54.55
Grade 5	4.67	9.68	11.30	48.60	35.48	40.00	46.73	54.84	48.70
All Grades	5.60	9.14	9.09	43.66	39.23	39.09	50.74	51.62	51.82

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the SBAC was not administered for the 19-20 School year. Nevertheless, Rose Avenue data from the previous administration of the SBAC shows that the overall participation of students was fully accomplished. Data shows consistent growth of two to three percent points in third and fifth grade from year to year. Fourth grade maintains progress and growth consistently. While also decreasing the number of students near the standard and below the standard to their next level. Data indicates there a consistent growth of students moving to the next band of proficiency. Data indicates continuous progress and growth of students meeting the standards and exceeding the standard. In the writing domain, the 2018-19 academic year the percentage rate increased in the Near Standard or Below Standard Area which has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, students not making any growth in writing will supported and monitored closely. The teaching staff is committed to focusing collaboration time and addressing best instructional practices to increase student engagement and writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	126	105	133	126	105	133	126	105	100	100	100
Grade 4	100	120	110	100	120	110	100	120	110	100	100	100
Grade 5	107	94	116	107	93	115	107	93	115	100	98.9	99.1
All Grades	340	340	331	340	339	330	340	339	330	100	99.7	99.7

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2377.	2371.	2382.	4.51	1.59	3.81	18.05	15.87	18.10	24.06	26.19	29.52	53.38	56.35	48.57
Grade 4	2411.	2411.	2406.	6.00	2.50	3.64	10.00	11.67	7.27	35.00	36.67	34.55	49.00	49.17	54.55
Grade 5	2432.	2434.	2431.	3.74	4.30	1.74	5.61	11.83	9.57	28.04	24.73	26.96	62.62	59.14	61.74
All Grades	N/A	N/A	N/A	4.71	2.65	3.03	11.76	13.27	11.52	28.53	29.50	30.30	55.00	54.57	55.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.53	7.94	10.48	25.56	26.19	32.38	60.90	65.87	57.14
Grade 4	9.00	5.00	4.55	28.00	25.83	17.27	63.00	69.17	78.18
Grade 5	5.61	6.45	5.22	22.43	29.03	23.48	71.96	64.52	71.30
All Grades	9.71	6.49	6.67	25.29	26.84	24.24	65.00	66.67	69.09

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.27	5.56	9.52	38.35	39.68	42.86	53.38	54.76	47.62
Grade 4	10.00	7.50	4.55	31.00	31.67	34.55	59.00	60.83	60.91
Grade 5	2.80	8.60	3.48	30.84	32.26	32.17	66.36	59.14	64.35
All Grades	7.06	7.08	5.76	33.82	34.81	36.36	59.12	58.11	57.88

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	4.51	3.17	10.48	48.87	51.59	45.71	46.62	45.24	43.81
Grade 4	10.00	6.67	6.36	34.00	35.00	26.36	56.00	58.33	67.27
Grade 5	1.87	2.15	2.61	34.58	41.94	32.17	63.55	55.91	65.22
All Grades	5.29	4.13	6.36	40.00	43.07	34.55	54.71	52.80	59.09

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the SBAC was not administered for the 19-20 School year. Nevertheless, data shows overall consistent growth in grade since 2017. There was consistent percentage growth in At or Near Standard in all grade levels since 2017 and also in Problem Solving & Modeling/Data Analysis. Data also shows a decreased in both Below Standard and Near Standard. The teachers continue to collaborate during grade level collaboration time in the areas of need. In addition, staff is working with the district Math Instructional Specialist and using resources to implement best instructional practices in Math. In the area of mathematics, growth mindset concepts continue to be implemented in the daily routines. The teachers continue to receive math training on Math Mindset that leads to discussions within their grade levels during staff meetings and grade level collaboration PLCs. Collaboration time include reviewing student data as well as analyzing student work samples and planned intervention based on the data results. After reviewing student data on a six to eight week cycle, teachers decide how to modify small group interventions and teaming groups that are taking place daily, Interventions will be supported by small group instruction universal access time during teaming. All this will take place as permitted by the current distance learning situation and COVID-19 Pandemic.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1401.0		1410.6		1378.3		66
Grade 1		1442.6		1452.7		1431.9		83
Grade 2		1488.8		1486.5		1490.7		82
Grade 3		1475.6		1464.2		1486.6		52
Grade 4		1512.5		1497.9		1526.6		65
Grade 5		1520.5		1510.9		1529.6		48
All Grades								396

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		1.52		30.30		50.00		18.18		66
1		8.43		30.12		39.76		21.69		83
2		17.07		45.12		28.05		9.76		82
3		3.85		32.69		44.23		19.23		52
4		18.46		52.31		18.46		10.77		65
5		8.33		56.25		25.00		10.42		48
All Grades		10.10		40.40		34.34		15.15		396

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		3.03		33.33		46.97		16.67		66
1		12.05		45.78		31.33		10.84		83
2		28.05		46.34		19.51		6.10		82
3		17.31		30.77		21.15		30.77		52
4		32.31		46.15		10.77		10.77		65
5		31.25		41.67		12.50		14.58		48
All Grades		20.20		41.41		24.49		13.89		396

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**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		1.52		19.70		60.61		18.18		66
1		7.23		15.66		38.55		38.55		83
2		13.41		36.59		34.15		15.85		82
3		3.85		23.08		50.00		23.08		52
4		16.92		44.62		23.08		15.38		65
5		0.00		29.17		56.25		14.58		48
All Grades		7.83		28.03		42.42		21.72		396

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		1.52		81.82		16.67		66
1		42.17		50.60		7.23		83
2		31.71		59.76		8.54		82
3		9.62		61.54		28.85		52
4		18.46		72.31		9.23		65
5		8.33		75.00		16.67		48
All Grades		20.96		65.66		13.38		396

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.06		65.15		28.79		66
1		8.43		73.49		18.07		83
2		30.49		58.54		10.98		82
3		25.00		51.92		23.08		52
4		40.00		46.15		13.85		65
5		62.50		20.83		16.67		48
All Grades		26.52		55.30		18.18		396

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K		1.52		81.82		16.67		66
1		14.46		38.55		46.99		83
2		14.63		68.29		17.07		82
3		3.85		48.08		48.08		52
4		12.31		66.15		21.54		65
5		4.17		77.08		18.75		48
All Grades		9.34		62.37		28.28		396

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K		30.30		50.00		19.70		66
1		10.84		57.83		31.33		83
2		17.07		69.51		13.41		82
3		11.54		76.92		11.54		52
4		24.62		66.15		9.23		65
5		18.75		64.58		16.67		48
All Grades		18.69		63.64		17.68		396

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the ELPAC was not administered for the 19-20 School year. In addition Due the previous administration of the ELPAC summative assessment data was not available as the ELPAC was not administer for the 2019-2020 school year. Nevertheless, the data shown maintains that all students are making growth across the four domains in all assessed grade levels. The focus continues to be using data to prove and identified students needs, while making sure that all students make at least one years growth across the domains in the ELPAC.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
622	**87.8**	**76.0**	**0.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	473	76.0
Foster Youth	5	0.8
Homeless	10	1.6
Socioeconomically Disadvantaged	546	87.8
Students with Disabilities	83	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	1	0.2
Hispanic	608	97.7
Two or More Races	2	0.3
White	11	1.8

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the SBAC was not administered for the 19-20 School year, nevertheless, Based on the data available, we can conclude that Rose Avenue School has a large percentage of students who are socioeconomically disadvantaged. Thus, we continue to ensure our families continue to have access to a variety of wrap-around services and provide supports to all of our subgroups during the current pandemic, it is our focus and objective to all student subgroups with the needed support to meet their needs. We can also continue to support our English Learners being the largest sub group, we will continue providing designated and integrated ELD to ensure English language acquisition and increase our reclassification rate. The majority of our students continue to be both socioeconomic disadvantaged and English Language Learners. Our actions will be strategically planned and implemented to meet their academic needs during the current distance learning situation and once the students comeback on campus. We also continue have a high increase in our population of students with disabilities. We are closely monitored their IEP goals to ensure they continue to make progress and their needs are met during the current COVID-19 Pandemic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the SBAC was not administered for the 19-20 School year. However, based on the CA Dashboard data for the previous school year, Rose Avenue School had increases on both English Language Arts and Mathematics from 2018 to 2019. This school year, while in distance learning, W\we will continue to focus on improving student achievement in English Language Arts and Mathematics. As both the suspension and absenteeism rates have continued to decrease from 2018 to 2019 and for the 2019-2020 school year. We will continue to monitor student daily attendance during distance learning and once the student comeback on campus. We continue with our focused implementation of our Positive Behavior Interventions and Supports (PBIS/CHAMPS) approaches to promote positive interactions and behaviors, provide incentives for both attendance, student engagement and participation and behavior during distance learning as well as provide progressive discipline and corrective measures to reduce the behavior needs during the current situation. The data indicates that in comparison to the state, Rose Avenue School students overall performance is surpassing the state average for suspension rate and chronic absenteeism. Our performance and growth is consistent with that of the state in Mathematics and slightly below in English Language Arts for the previous SBAC administration. Our goal and actions for the 2020-2021 will be focus in ELA and Math and student intensive intervention support in this areas to gain academic growth in these areas. We will work to increasing our growth for 2020-2021 Dashboard: Suspension- maintain blue, ELA- increase to orange, Math- grow to yellow, Absenteeism- increase to blue.
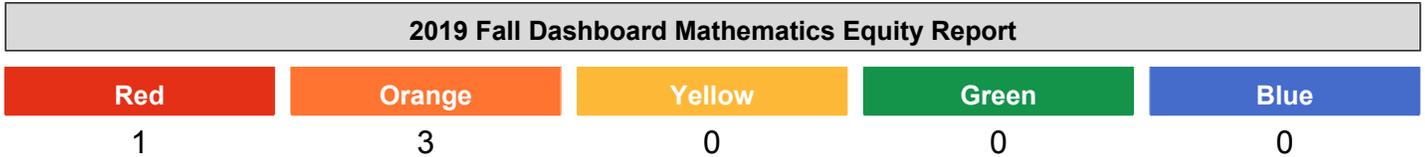
School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	0	3	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
64.5 points below standard	66.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.3 points	Increased ++9.9 points	1
326	275	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	65.3 points below standard	147.2 points below standard
2	Increased ++9.8 points	Maintained -2 points
	291	53

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
64.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.5 points	2		1
323			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.2 points below standard	11.2 points below standard	52.2 points below standard
Declined -7.5 points	Increased ++10.1 points	Increased ++10.1 points
161	114	51

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the SBAC was not administered for the 2019-2020 School year. Nevertheless, the data from the previous Fall Dashboard English Language Arts Performance for All Students/Student Group indicated that all subgroups had maintained English Language Arts performance with the exception of students with disability. Nevertheless, students with disability had increased in ELA performance levels. Based on the analysis, we project moving from red to orange on the California Dashboard for ELA in the 2020-2021 school year. We continue with the implementation of instruction first, identify effective strategies during the current pandemic and distance learning. Teaming and collaboration continue as permitted by the current distance learning situation. We are focused on providing interventions and enrichment during distance learning to continue the growth in academic achievement in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
76.3 points below standard	78.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.6 points	Maintained -1.3 points	
326	275	1

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	78.4 points below standard	167.2 points below standard
	Maintained -1.9 points	Maintained -1.4 points
2	291	53

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Hispanic	Two or More Races	White
Orange	No Performance Color	No Performance Color
76.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.4 points	2	1
323		

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102 points below standard	45 points below standard	65.1 points below standard
Declined -9.5 points	Declined -6.8 points	Increased ++5.9 points
161	114	51

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the SBAC was not administered for the 2019-2020 School year. However, base on the data, available all subgroups, including English Learner and Socioeconomically Disadvantaged, have maintained Mathematics performance with the exception of students with disability. Students with disability have declined in Math performance. Based on the data analysis we will use mindset mathematical practices and have identified the key areas of need to continue the growth in Mathematics while instruction occurs during distance learning to the best of our ability. Our goal is to move to the next level on the California Dashboard moving from orange to yellow for Math. During the current pandemic and distance learning, we continue with our planned strategies for math, teaming and collaboration as permitted the face to face instruction during distance learning and will continue once we come back on campus for the 2020-2021 school year. Additionally, we continue to focus in our subgroups and we will add activities that build on our collective effective teaching strategies and strengths to promote higher levels of academic achievement during the current distance learning situation.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.6 making progress towards English language proficiency
Number of EL Students: 328
Performance Level: Medium
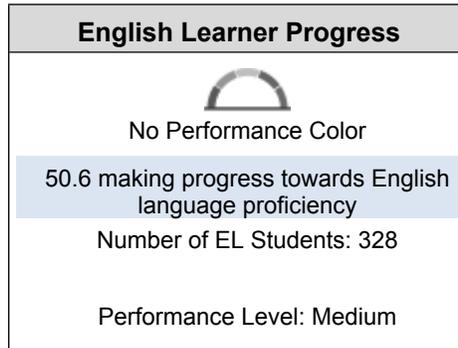
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.7	28.6	2.1	48.4

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the ELPAC was not administered for the 2019-2020 School year. Nevertheless, the data available shows that over 50% of students are scoring in the Well Developed and Moderately Developed levels, reducing the level of students in the Somewhat Developed and Beginning levels. Therefore, even during distance learning our students in Kindergarten through fifth grade will continue to receive daily Designated ELD instruction. During distance and as permitted by face to face instruction, English Learners are grouped at each grade level to enable the ELD teacher to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. The ELD teacher integrates appropriate scaffolding techniques/strategies to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency needs. Oral and written language supports and scaffolds are also being integrated throughout all core subject areas during distance learning by classroom teachers in order to enable English Learners to access grade level subject matter digitally and physically during the current distance learning situation.
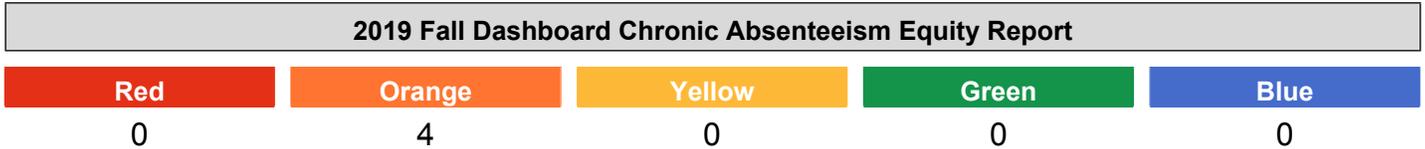
School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
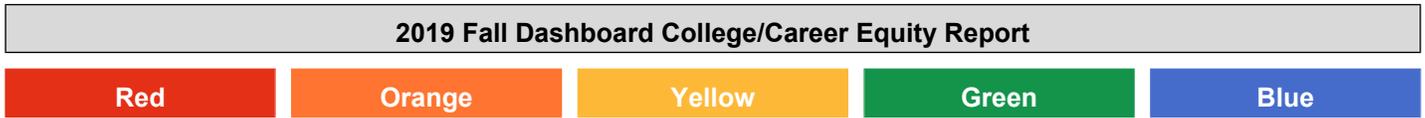
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

School and Student Performance Data

Academic Engagement
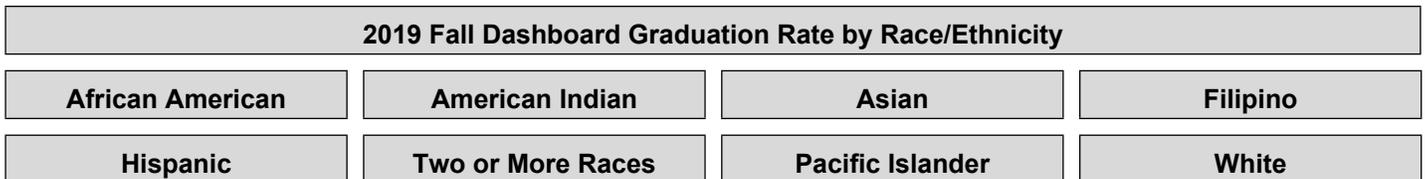## Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
9.6	7.8	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.8	Increased Significantly +4.3	7
637	485	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
46.2	9.1	17.4
13	Increased Significantly +3.1	Increased +5.2
	569	109

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	1	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
9.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased Significantly +4	2	0	11
623			

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the SBAC was not administered for the 2019-2020 School year. However, the data available show that all subgroups have declined in Chronic Absenteeism with the exception of Students with Disability. Chronic Absenteeism for Students with Disability have slightly increased. We continue to address absenteeism and students engagement across all sub-groups during the current distance learning situation with the universal implementation of Positive Behavior Intervention Supports (PBIS) and CHAMPS incentives program as permitted during distance learning. Our school staff strives to provide students a safe place conducive to learning where they can reflect on their learning and positive behavior during distance leaning. The Rose Avenue Staff is working with our parents and students during distance learning. The School Counselor, Outreach Specialist, School Administrator are working together to address students' social-emotional needs so that students learn appropriate methods of dealing with sadness, anger or frustration during the current distance learning situation. The school counselor and outreach consultant have established a wellness and kindness club for students to further address the socio-emotional needs of students and to reduce chronic absenteeism and student engagement during distance learning by making connections and providing an incentives program for the students to better their school attendance and engagement during current distance learning instruction.

School and Student Performance Data

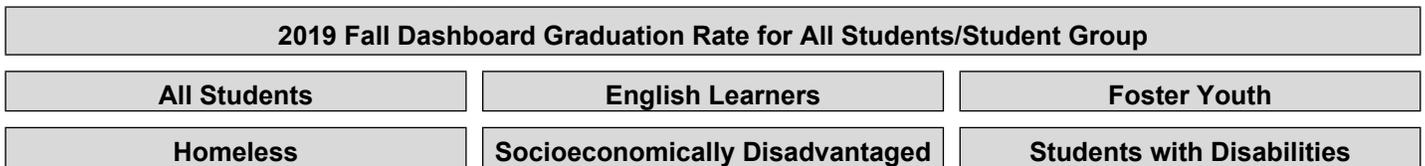## Academic Engagement
Graduation Rate

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

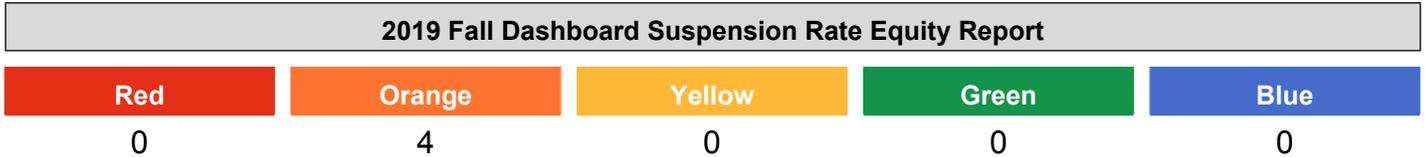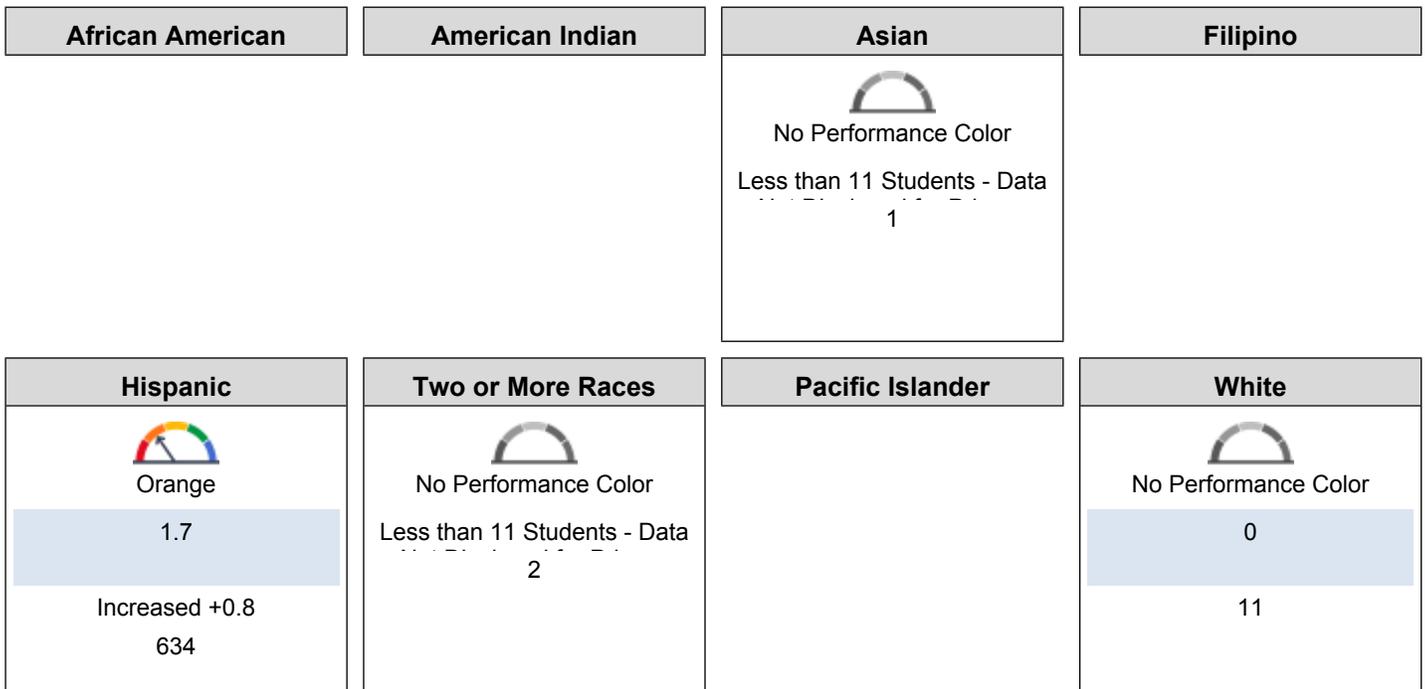| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |

| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |

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

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |

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

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year |

| 2018 | 2019 |

Conclusions based on this data:

N/A
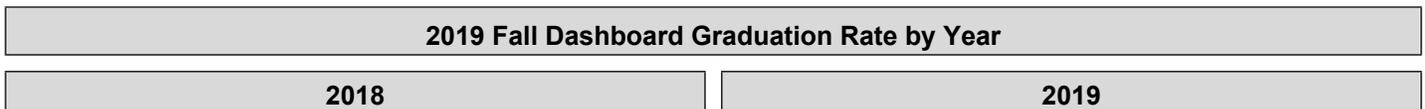
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
1.7	1.6	Less than 11 Students - Data Not
		7
Increased +0.7	Increased +0.9	
648	491	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0	1.6	3.7
14	Increased +0.5	Increased +1.5
	579	109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.7 Increased +0.8 634	No Performance Color Less than 11 Students - Data 2		No Performance Color 0 11

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1	1.7

Conclusions based on this data:

Due to the current CODIV-19 Pandemic, the SBAC was not administered for the 2019-2020 School year. However, based on the data available we conclude that while we had a decrease in the suspension rate from 2018 (1.%) to 2019 (0.56%), this is a significant decrease. Additionally, Rose Avenue School's suspension rate is well below the district average of 3.37% . This trend is continuing, since this is 2017-2018 data. the 2018 Fall Dashboard Suspension Rate for All Students/Student Group indicates that all subgroups have drastically declined in suspension rates due to the ongoing implementation of Positive Behaviors Interventions and Supports and CHAMPS school-wide. We continue to focus on PBIS/CHAMPS to maintain and decrease the suspension rate for the 2020-2021 school year during the current distance learning situation and once we come back on the school campus.

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

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading, Mathematics and ELD.

Goal 1

All students will reach high academic standards in reading, mathematics, and ELD.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials, and technology resources that support high quality instruction
To provide opportunities for teachers to collaborate to improve instructional outcome.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy K & 1st grade STAR 360 Reading 2nd -5th grades	The percentage of students who scored At or Above on the fall 2020 Benchmark: • Kindergarten - 36% • 1st grade - 19 % • 2nd grade - 20% • 3rd grade - 24% • 4th grade - 25% • 5th grade - 27%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360.The percentage of students who will score At or Above benchmark will increase by: • Kindergarten - 26% • 1st grade - 47%. • 2nd grade - 35% • 3rd grade - 21% • 4th grade - 10% • 5th grade - 18%
CAASPP ELA	The percentage of students who Met or Exceeded the	Students will demonstrate growth by moving one or two levels across the different

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standard on the CAASPP ELA at the end of the 18-19 year: • 3rd grade - 28% • 4th grade - 16% • 5th grade - 21%	bands in the SBAC and 5% of students will move from approaching to meeting and or exceeding the SBAC standards in ELA. .
CAASPP Math	The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 18-19 year: • 3rd grade - 22% • 4th grade - 11% • 5th grade - 12%	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 5% of students will move from approaching to meeting and or exceeding the SBAC standards in Math.
STAR 360 Math 1st - 5th grades	The percentage of students who scored At or Above on the Fall Benchmark: • 1st grade - 30 % • 2nd grade - 29% • 3rd grade - 29% • 4th grade - 21% • 5th grade - 12%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360.The percentage of students who will score At or Above benchmark will increase by: • 1st grade - 40%. • 2nd grade - 34% • 3rd grade - 27% • 4th grade - 44% • 5th grade - 29%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Accelerated Reader Quizzes	The percentage of students who Met Benchmark in Spring of 2020: • 1st grade - 63 % • 2nd grade - 70% • 3rd grade - 81% • 4th grade - 79% • 5th grade - 79%	The percentage of students attaining grade benchmark level of 85% and above on the Accelerated Reader quizzes by the end of the 2020-2021 school year will increase at least by 5%.
ELPAC/Reclassification. ELPAC will be measured through Reclassification data.	17% of English Learners in grades 3rd-5th were reclassified in 2019-2020.	All students will advance one level in their English proficiency. In the 2020-2021 school year, 5% of All English learners in 3rd-5th will meet ELPAC and ELA criteria for Reclassification.

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Data chats occur at the end of each trimester between the principal and each subbed-out teacher. Data is analyzed to monitor student progress, growth, and determine interventions needed. A floating substitute will be provided for two full days each trimester.

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)

2950.00	Title I 1000-1999: Certificated Personnel Salaries Substitute cost

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. All TK-5th teachers will be teaming for ELD when it safe and feasible and students are back on campus and as permitted during distance learning. ELA and Math will be a grade level decision for teaming as safety guidelines permit.

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	No additional cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Provide incentives as recognition to students for goals met in Accelerated Reader (2nd - 5th) and STAR 360 (K - 5th).Three times a year students will receive certificates and incentives for meeting their trimester math and reading goals. At the end of the year, all students who have met both reading and math goals the entire year will participate in a celebration.

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)
6000.00	LCFF - Targeted 4000-4999: Books And Supplies

	Academic Incentives and Enrichment

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Provide materials and supplies to TK-5 to support the instructional program and Interventions during distance learning and once students come back on campus.

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)
13401.00	Discretionary 4000-4999: Books And Supplies Materials and Supplies
10000.00	Discretionary 4000-4999: Books And Supplies Warehouse Charges Materials and Supplies
3055.00	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Publication Graphics-Charges

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Teachers will participate in grade level collaboration on Wednesdays. In addition, grade levels will be given the option to be sub out for 2 hours bimonthly to discuss student performance and plan instruction accordingly while permitted by current pandemic.

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)

8000.00	Title III 1000-1999: Certificated Personnel Salaries Certificated Salary and Sub Cost
10000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salary and Sub Cost
1572.00	Title III 3000-3999: Employee Benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

6. Teachers will attend SEI/Dual Language Professional Development to support early literacy skills for 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)
30.00	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Workshop Attendance Fee

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Maintain copy machines for teachers and staff to use for support with the instructional program during distance learning and once students come back on campus..

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)
2674.00	Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance agreements

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

K-2 students

Strategy/Activity

8. Students in grades K - 1 will use the STAR 360 Early Literacy to monitor and assess student progress during seven progress monitoring windows.

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE

Strategy/Activity

9. Students in grades 2-5 will use the STAR 360 Reading to monitor and assess student progress once a month.

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE

Strategy/Activity

10. Provide a bag of essential supplies for all students before the start of distance learning to support instruction.

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	See Strategy 4

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Library technician will maintain and manage site library and provide support to teachers and 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	District Funded 2000-2999: Classified Personnel Salaries Classified salary

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

2nd-5th grade students

Strategy/Activity

12. Students in grades 2 - 5 will use the STAR 360 Reading, Math, and Accelerated Reader monthly to monitor and assess student progress.

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-English Learners, Migrant, Special Education, SED, Foster, Homeless, GATE.

Strategy/Activity

13. App subscriptions for one-to-one devices to support student academic achievement and enrichment activities (Lexia. ST Math, MyOn, AR).

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	Centralized Services 5000-5999: Services And Other Operating Expenditures Subscriptions and Apps

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Migrant students

Strategy/Activity

14. District Migrant Education Summer School to provide support for Migrant students as permitted by the current pandemic..

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Migrant program

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

2nd - 5th grade students and GATE

Strategy/Activity

15. Additional Library Tech support to open library extra time during non-working hours to provided students access to AR tests and after school enrichment, which will enhance our strand focus and support Reading, Math and Science.

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)
2000.00	Discretionary 2000-2999: Classified Personnel Salaries Classified Salary
608.00	Discretionary 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Migrant, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

16. Provide before and after school intensive intervention tutoring in ELA, Math, ELD for grades K-5 to mitigate the learning loss during distance 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)
10000.00	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries
1966.00	Title III 3000-3999: Employee Benefits Certificated Benefits
5000.00	Title I 1000-1999: Certificated Personnel Salaries
982.50	Title I 3000-3999: Employee Benefits
15000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries
2947.50	LCFF - Targeted 3000-3999: Employee Benefits
561.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Students will participate in field trips(virtual) and/or enrichment activities related to the strand focus and other curricular areas related to standards as permitted during the current Pandemic.

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)
2000.00	LCFF - Targeted

	5000-5999: Services And Other Operating Expenditures Services and fees

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide headphones for all students to support distance learning attention and focus and minimize noise disruptions to maximize 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)
10298.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-English Learners, Migrant, Special Education, SED, Foster, Homeless, GATE.

Strategy/Activity

19. Staff will monitor at-risk students through the MTSS process, CST, grade level meetings, and analysis of data. Substitute teachers will be used for teachers to attend meetings.

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	 No additional cost See Strategy 5

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

At risk students- English Learners, Migrant, SED, Foster, Homeless, African-American,

Strategy/Activity

20. To mitigate the learning loss during distance learning, SST meetings will be held as necessary to address the needs of at risk 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	See Strategy 1

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All TK-2 and Special Education

Strategy/Activity

Provide stylus pencils to promote proper hand fine motor skills while using one to one devices during distance learning and current pandemic.

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)
2000.00	LCFF - Targeted 4000-4999: Books And Supplies

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- English Learners, Migrant, Special Education, Homeless, GATE.

Strategy/Activity

21. Students will have opportunities to access technology for intervention or enrichment (i.e. iPads, laptops).

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

22. Hire 2 Instructional Support Providers to provide Intervention in ELA; one district funded and one site funded for Math interventions based on data and assessment.

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)
23996.00	Title I 1000-1999: Certificated Personnel Salaries
4715.21	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education students

Strategy/Activity

23. IEP Meetings will be held as needed for annual and tri-annual reviews of special education student progress throughout the year for compliance and to meet student needs.

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	See Strategy 5 Sub Cost

Strategy/Activity 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.
Special Education Students

Strategy/Activity

24. Special Education Team members will meet the second and fourth Monday of the month to determine the dates for IEPs and to discuss potential at-risk 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	No additional cost/ See Strategy 5

Strategy/Activity 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 31
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

25. Provide professional development to support the full implementation of: CCSS, state approved ELA/ ELD and math curriculum, intervention and safety procedures e.g. Technology, Canvas and (Canvas Leads), Zoom, IO, Lexia,ST Math, Mystery Science, Accelerated Reader, CHAMPS, GATE, disaster preparedness training.

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)
10000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salary/Canvas Professional Development /Conference Cost
3934.00	LCFF - Targeted 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 32
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 33
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

26. Teachers and support staff to attend professional development and conferences for professional growth to learn new strategies to support all students: GATE,CAG, PBIS, CAPS, Every Child Counts Symposium, CABE, Indigenous Conference, science, and CUE, restorative justice, etc.

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)
579.29	Title I 5000-5999: Services And Other Operating Expenditures Conference Cost
578.00	Title III 5000-5999: Services And Other Operating Expenditures Professional Development and Conference Cost

Strategy/Activity 34
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3rd - 5th grade students

Strategy/Activity

27. Provide students in grades 3-5 with academic agendas for the 2020-2021 school year to support home-school communication.

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	Discretionary 4000-4999: Books And Supplies Materials and Supplies See Strategy 4

Strategy/Activity 35
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 36
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

28. After School Program provides support to students and enrichment opportunities to 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	ASES 2000-2999: Classified Personnel Salaries After School Program

Strategy/Activity 37
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

29. Ensure that all GATE students have been assigned to one clustered classroom where they will be provided with extended learning and project based learning opportunities during distance learning and when back on campus.

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	

	No additional cost (see strategy 5)

Strategy/Activity 38
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

TK-K Students

Strategy/Activity

30.School will continue to pay an additional two hours to TK-Kinder Paraprofessionals supporting the TK-Kindergarten classroom up until reduction of hours has been approved and paras return to their regular 3 hour shifts.

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	LCFF - Intervention 2000-2999: Classified Personnel Salaries

Strategy/Activity 39
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 40
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Throughout the 2020-2021 school year, we will focus on and emphasize building rigor across all the grade levels; while providing necessary scaffolds during instruction to strengthen students skills on grade level standards. Students will be encouraged to meet their Accelerated Reader, STAR 360, ELA and MATH trimester goals to build their literacy skills, and reach their reading potential. Teachers will also focus on building student writing skills and abilities across all content areas to promote critical thinking and to better equip the students with the skills that are required to meet grade level expectations and as measured by state summative assessments. In mathematics, teachers will continue to focus on implementing mathematical mindset strategies across all grade levels to enable students to be successful in building their academic vocabulary, as well as reasoning skills to succeed in the area of mathematics. We will continue to implement weekly Professional Learning Communities, where all grade level teams will meet to collaborate, analyze data from formative STAR 360, Reading, Early Literacy and Math, CAASPP Interim Assessment Blocks, ELD Assessments, writing prompts, as well as curriculum embedded assessments to monitor student achievement and identify learning needs, target and modify instruction. These analyses of data will enable teachers to identify students who need specific targeted interventions or referral to the Coordinated Students Team and/or Student Success Team to identify further supports and resources such small group specific targeted intervention, before and after school focused tutoring and/or enrichment opportunities. This actions will take place as permitted by current COVID-19 Pandemic and may be virtual.

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

No major differences were identified. Funding was allocated for the intended implementation of the strategies and activities with limited resources. The funding was allocated to purchase apps the support our academic goals; however, some of the apps were underutilized. As a result data in the effectiveness of these apps was inconclusive due to the current pandemic Wi-Fi access during distance learning. For the 2020-2021 school year, we will continue building strong systematic approaches through our professional learning communities as permitted by current pandemic.

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.

Based on the analysis of the 2019-2020 SPSA, academic achievement results show the need to continue to build on purposeful structures and collaboration through professional learning

communities. We will prioritize preferred apps during distance learning by grade level and compare them to school-wide needs and outcomes. In addition, we will analyze the data connected to academic progress provided by the ISP that took place during the current distance learning situation. This will provide guidance in the decision to eliminate or maintain the position for the upcoming school year. We will also provide opportunities for English Learners academic development, which include after-school tutoring and enrichment in the writing domain. We will continue to focus on integrating Mathematical Mindset strategies in math to enable students to build their critical thinking skills during distance learning and continue once students come back on campus.

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

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	Growth Mindset- 53% of 3rd-5th Students perceptions of whether they have the potential to change those factors that are central to their performance in school.	Growth Mindset- Increase by 10% student perception that they have the potential to change those factors that are central to their performance in school.
Suspension Rate	Suspension rates: All Students .53% during 2019-2020 school year	Reduce suspension rates by .25%
Office Discipline Referrals	Based on the data until March 2020 from the 2019-2020 school year, there were 54 office referrals. The referrals from the top two incident types were as follows: • Caused/threatened/attempted physical harm, 38 which is a decrease from 48 the previous year.	Decrease the total referrals based on the number of students enrolled by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• Disruption and defiance 17 which is a decrease from 37 the previous year.	
Chronic absence rate	Chronic absence rates for the 2019-2020 School year was 14.13%	Decrease the 2020-2021 chronic absence rates by 6%

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Continue with implementation of the PBIS/CHAMPS model both in the classroom and throughout the campus, with the PBIS/CHAMPS Committee identifying next steps and needed resources for school-wide CHAMPS implementation.

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	No Additional Cost/See Goal 1 Strategy 5

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. School Counselor to support with after school enrichment activities to engage students in mindful learning strategies and SEL activities.

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)
4000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salary and Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Provide PBIS/CHAMPs incentives to support positive student behavior and CHAMPS Actives Room where students use calming alternatives activities and supports when experiencing a difficult time in the classroom or during recess as alternative activities.

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)
6000.00	LCFF - Targeted 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Support positive school daily attendance and student engagement:
- School wide attendance program with incentives
- Parent mediation meetings and Conferences
- After Attendance Q Club provided by ORC

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)
3000.00	Title I 2000-2999: Classified Personnel Salaries Classified Salary
912.00	Title I 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4.Following safety guidelines, we will hold positive behavior assemblies tied into academic reading programs, math, and PBIS/CHAMPS as permitted by current distance learning and once students comeback on campus.

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	No Additional Cost

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)

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	LCFF - Targeted 4000-4999: Books And Supplies See Goal 1 Strategy 5

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Campus Supervisors will provide school safety supervision before school, during recesses, lunch, and during school dismissal.

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

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Ensure confidentiality of documents and sensitive student information.

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)
600.00	Discretionary 5000-5999: Services And Other Operating Expenditures Contract for Shredding Services (United Document Storage)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. The Outreach Consultant will work with students, families, and school staff who need additional supports and provide student services, resources, apps and technology support.

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	See Strategy 4

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Establish and implement Comprehensive Safety School Plan in which to practice:.
- Monthly fire drills
- Monthly Priority 1/2 drills
- Quarterly earthquake drills
- Annual evacuation drill

- Professional development for first aid and safety for all staff

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	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. School Counselor will provide social-emotional support for students and parents through individual/group support/meetings and seek/refer students to outside services as deemed necessary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries See Strategy 2

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Following safety guidelines, provide school based assemblies for student enrichment, Anti Bullying, PBIS, Behavior Expectations, Attendance and Engagement (may be virtual).

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	No Additional Cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Certificated and classified staff are to receive ongoing training on CHAMPS, Restorative Justice practices, and NCPI. Further review, discussion, and implementation of CHAMPS will be conducted by PBIS/CHAMPS Committee.

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	No Additional Cost/See Goal 1 Strategy 5

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Campus supervisors will be trained in the "On the Playground" Program to be equipped with student conflict resolution strategies on the playground and Positive Behaviors Intervention and Supports/CHAMPS..

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	No Additional Cost/School Counselor and PBIS Team will Provide Training.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

14. The safety committee will meet to review the School Safety Plan. Events will be planned that promote school safety during the current pandemic and revisions will be made to improve ongoing emergency disaster preparedness and safety guidelines to address the current situation. In addition, we will continue to partner with community services in conducting monthly emergency preparedness drills (fire, earthquake, and lockdown drills, safety mandated guidelines).

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 Certificated Personnel Salaries Cost of teacher extra hours (See goal 1) strategy 5

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

15. Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene monthly to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our 2020-2021 EOY action plan, which includes providing professional development, creating resources for teachers, and sharing data that monitors our progress towards decreasing the overall number of student office discipline referrals and suspensions. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding individual student behavior. Address needs during distance learning and current pandemic.

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 Certificated Personnel Salaries PBIS Extra hours (See goal 1) Strategy 5

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

16. Hold monthly anti-bullying activities, make a school anti-bullying video and implement the Bully Stopper Program as part of the PBIS/CHAMPS Anti-Bullying Program as permitted during distance learning and once students comeback on campus (may be virtual).

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	No Additional Cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Utilize MTSS/RtI model for behavior plan and district discipline matrix (ODR) process to support positive student behavior and hire a limited term campus supervisor to support with safety guidelines when students comeback on campus.

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)
8000.00	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salary

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Student: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

18. The Panorama Survey and The California Healthy Kids Survey (CHKS) will be administered to students and staff to obtain data of our school climate and student social emotional needs. We will utilize feedback to guide the PBIS/CHAMPS committee in developing plans for ensuring an environment conducive to teaching and 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	No Additional Cost

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 5th grade students

Strategy/Activity

19. Ensure a successful transition from elementary school to middle school by coordinating with district Middle Schools sites to conduct elementary school visits to promote and encourage student interest in site programs.

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	No additional cost

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide plastic tubs for each student to store materials and supplies for health and safety during the Pandemic.

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)

4000.00	LCFF - Targeted 4000-4999: Books And Supplies
927.50	LCFF - Targeted 1000-1999: Certificated Personnel Salaries

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 32
Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 33
Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 34
Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 35
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English
Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Rose Avenue School received the platinum level recognition from the California Coalition of PBIS
for our efforts in providing Positive Behavior Interventions and Supports to our students. This
indicates that the implementation of targeted activities were successful in creating a positive school
climate. The 2019-2020 California Healthy Kids Survey for Rose Avenue supports this conclusion
as it indicated a 42 % increase in students reporting of meaningful participation at school. Based
on an analysis of our attendance data for 2019-2020 school year, school-wide, most grade levels
did not meet the goal to increase the overall attendance rate and there was no significant change.

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

Funding had been allocated for the intended implementation of strategies, activities and resources.
The funding budgeted for attendance activities was sufficient to cover the planned activities and
student incentives; All the activities took place consistently, and funding allocated was not enough
for all the incentives that were required. Our attendance rate was not impacted, due to the fact that
the attendance activities were focused on student behavior and not on parent awareness. This
coming school year we will focus on reaching more parents by providing informational meetings on
the importance of attendance. thereby increasing parent awareness..

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.

Activities will be revised and added to increase attendance awareness for parents and students.
Attendance incentives will be purchased throughout the year for individual students and classes
that meet attendance goals. We will use student attendance certificates to recognize students
have consistent attendance. We have established a positive intervention attendance club to check-

in with students with chronic absenteeism and find resources and supports to better their attendance and to ensure our goal to increase our daily attendance. We will also implementing monitoring protocols on a monthly basis.

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 and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance and Participation at school meetings based on sign-in sheets.	Parent attendance to parenting classes and activities was between 30 to 77 parents per event up until March of 2020.	Increase attendance during distance learning at parent education and activities that focus on helping parents connect to school and how to help students succeed in school by 10%.
ELAC Parent Participation	Parent attendance at ELAC meetings according to attendance rosters is between 30 to 50 parents per meeting until March of 2020.	Increase attendance during distance learning at ELAC meetings by 10%.
Rose Avenue Distance Learning Survey-Percentage of parents that feel satisfied with communication and respected when visiting our school during the School Closure.	According to the 2019-2020 Rose Avenue Distance Learning Parent Survey; of 220 parents that participated, 62% of parents felt welcome and very satisfied, 33% felt satisfied, 6% somewhat satisfied with the school	Increase the number of participants by 20% and reduce the percentage of parents who felt somewhat satisfied by 3% Use other methods of providing the survey so that more parent participate and provide responses.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	communication during the school closure.	

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Conduct Title I quarterly meetings to discuss distance learning, implement Parent Compact and Parent Involvement Policy.

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 III 2000-2999: Classified Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Parents are welcomed at monthly parent meetings via Zoom: ELAC, SSC, PTA and Coffee with the Principal.

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 III 2000-2999: Classified Personnel Salaries No Additional Cost

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Families will receive communication regarding educational topics, safety, school news, procedures, events, and activities through Blackboard ConnectEd, Peachjar, school website, marquee and social media.

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

Amount(s)	Source(s)
0	District Funded 5900: Communications No Additional Cost

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Parent Compact and Parent Engagement Policy will be developed and revised at parent meetings. (SSC and ELAC)

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 2000-2999: Classified Personnel Salaries No Additional Cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Parent/Teacher conferences will be held to inform families of student progress, as necessary, throughout the school year and at report card periods.

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)
400.00	Title III 2000-2999: Classified Personnel Salaries Verbal Translation Extra Help
122.00	Title III 3000-3999: Employee Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Celebration of Learning Awards and Character Traits drive through at the end of each trimester.

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	LCFF - Targeted 4000-4999: Books And Supplies Materials and supplies, balloons, pencils, certificates, helium

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

At risk students

Strategy/Activity

7.Encourage parents to participate either in person or via Zoom in SSTs/IEPs Meetings.

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 5900: Communications No addiitonal cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Conduct an annual parent survey/distance learning to help identify parent needs to support the 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	Title I 5000-5999: Services And Other Operating Expenditures No additional cost

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

9. Inform parents at ELAC meetings of the needed growth in ELD as measured by ELPAC assessments, EL Master Plan, Reclassification and EL related information.

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 III 2000-2999: Classified Personnel Salaries No additional cost

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Staff to provide support at meetings and events (translation, babysitting, custodial needs).

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)
2000.00	Discretionary 2000-2999: Classified Personnel Salaries
1206.00	Discretionary 3000-3999: Employee Benefits

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Provide support for parents in areas of attendance, social skills, Canvas use, and distance learning through meetings and professional development.

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 2000-2999: Classified Personnel Salaries Classified Salary
0	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salary-School Counselor See Strategy __ Goal 2

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

TK-Kindergarten students

Strategy/Activity

12. Provide a parent night for parents of incoming TK-Kindergarten students to familiarize them with school and classroom student expectations.

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
	No Additional Cost/See Goal 1 Strategy 5

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Parent nights will be held in some grade levels for parents to meet their child's teachers and receive support on navigating technology to support students at home during distance 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	Title I 1000-1999: Certificated Personnel Salaries No additional cost/See Goal 1 Strategy 5

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. "Navigating the School System" workshops will be provided to parents two times a year. Also, parents will be informed of the major components of CHAMPS, the schools' positive behavior plan and objectives to strengthen home-school connections.

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	LCFF - Targeted 1000-1999: Certificated Personnel Salaries No Additional Cost/ See Strategy 11

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 2nd grade students

Strategy/Activity

15. Families are invited for a Art/Science Gallery Night.

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	LCFF - Targeted 1000-1999: Certificated Personnel Salaries No Additional Cost/See Goal 1, Strategy 5

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

16. Invite parents of English Learners eligible for reclassification to participate in reclassification meetings and the reclassification celebration.

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 III 2000-2999: Classified Personnel Salaries No Additional Cost/ See Goal 1 Strategy Materials and Supplies

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Hold the annual Family Health and Wellness Carnival to provide community resources to school families and encourage family engagement.-If Permitted following safety guidelines due to current Pandemic.

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	LCFF - Targeted 4000-4999: Books And Supplies No Additional Cost

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 31
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 32
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 33
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 34
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Strategy/Activity 35
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Sign-in sheets indicated that parent attendance reflect high levels of interest in parent educational topics and participation at school held meetings. However, parent attendance at grade level and school-wide showcases of learning events was not high in some grade levels. We observed that parents are more interested in seeing the production of student learning than in educational opportunities that build parental efficacy. Parent involvement is a high priority for our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between their involvement and student achievement at Rose Avenue. All actions have been scheduled in the master calendar and communicated to all parent via various communication modes, Peachjar, Twitter, Facebook, school website, flyers sent home, and school marquee to reach all the parents and increase participation.

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

Funding was allocated for the intended implementation of strategies and activities. Funding was also allocated for teachers and parents to attend the local and state CABE conference. There was a high interest of parents wanting attend the local and State conferences from both ELAC and SSC, Nevertheless, due to the current COVID-19 Pandemic, some of our parents did not feel comfortable attending the conferences via online platforms. Parent attendance for conferences will continue to be encouraged and support will be offered to assist with technology.

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.

Parent involvement is a high priority at our school. In order to increase parent involvement and participation at parental programs and events, we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between parent involvement and student achievement at Rose Avenue. In addition we will be more consistent with the use of technology tools available to communicate and inform our parents.The school principal will continue to reach out to parents and be visible and accessible to parents. Out Reach Consultant will make connections and provide more outreach opportunities for parents.

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	$93,809.00
Total Federal Funds Provided to the School from the LEA for CSI	$00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$186,015.00

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	Amount ($)
Title I	$52,433.00
Title III	$22,638.00

Subtotal of additional federal funds included for this school: $75,071.00

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

State or Local Programs	Amount ($)
	$0.00
ASES	$0.00
Centralized Services	$0.00
Discretionary	$35,574.00
District Funded	$0.00
LCFF - Intervention	$561.00
LCFF - Targeted	$74,809.00

Subtotal of state or local funds included for this school: $110,944.00

Total of federal, state, and/or local funds for this school: $186,015.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	35,574.00	0.00
Title I	52,433.00	0.00
Title III	22,638.00	0.00
LCFF - Targeted	74,809.00	0.00
LCFF - Intervention	561.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Centralized Services	0.00
Discretionary	35,574.00
District Funded	0.00
LCFF - Intervention	561.00
LCFF - Targeted	74,809.00
Title I	52,433.00
Title III	22,638.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
2000-2999: Classified Personnel Salaries	ASES	0.00
5000-5999: Services And Other Operating Expenditures	Centralized Services	0.00

2000-2999: Classified Personnel Salaries	Discretionary	4,000.00
3000-3999: Employee Benefits	Discretionary	1,814.00
4000-4999: Books And Supplies	Discretionary	23,401.00
5000-5999: Services And Other Operating Expenditures	Discretionary	3,274.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	3,085.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5900: Communications	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	561.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	39,927.50
2000-2999: Classified Personnel Salaries	LCFF - Targeted	8,000.00
3000-3999: Employee Benefits	LCFF - Targeted	6,881.50
4000-4999: Books And Supplies	LCFF - Targeted	18,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	31,946.00
2000-2999: Classified Personnel Salaries	Title I	3,000.00
3000-3999: Employee Benefits	Title I	6,609.71
4000-4999: Books And Supplies	Title I	10,298.00
5000-5999: Services And Other Operating Expenditures	Title I	579.29
5900: Communications	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title III	18,000.00
2000-2999: Classified Personnel Salaries	Title III	400.00
3000-3999: Employee Benefits	Title III	3,660.00
5000-5999: Services And Other Operating Expenditures	Title III	578.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	154,847.50
Goal 2	27,439.50
Goal 3	3,728.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Pablo Ordaz	Principal
Leticia Vidal	Classroom Teacher
Maribel De Loa Cahue	Classroom Teacher
Melissa Haupt	Classroom Teacher
Raquel Rodriguez	Other School Staff
Adelina Arzola	Parent or Community Member
Maribel Torres	Parent or Community Member
Ruth Martinez	Parent or Community Member
Azucena Gonzalez	Parent or Community Member
Jo Ann Olivares	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/15/2020.

Attested:

	Principal, Pablo Ordaz on 10/15/2020
	SSC Chairperson, Ruth Martinez on 10/15/2020

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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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 Stakeholder Involvement and/or Strategies/Activities).

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

The TSI plan shall:

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

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

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