



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 18, 2019	11/13/2019

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 will focus on the area of teaching and learning to successfully meet the needs of all students. The staff has transitioned and is dedicated to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades 2-5; including supporting instruction and intervention with apps such as Waterford and IXL ELA and Math. We will use McGraw Hill, My Math, Worlds of Wonders (TK) and Wonders (K-5). We are currently piloting Next Generation Science Standards (NGSS), Mystery Science and FOSS kits. In addition, we will implement several intervention programs to

support students individual needs. These 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 and dedicated to higher level of critical thinking and learning for all students. Our teaching staff is collaboratively teaming in the core areas to meet the individual needs of our student population and to determine additional instructional needs. Teachers 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 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. 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. Rose Avenue will maintain continual communication with all stakeholders through SSC, ELAC, Title One meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, 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 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 teaching strategies, such as student engagement and collaboration, across all curricular areas, especially to support English Language Development.

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)

During grade level collaborations (Professional Learning Communities) teachers will analyze and interpret assessments results and other available data to improve student achievement and identify appropriate interventions. The following assessment and benchmark tools will be used to monitor student progress and academic success:

Star 360 Early Literacy, Math and Reading, ELPAC, CAASPP, IABs, Essential Literacy Skills (ELS), Teacher curriculum benchmarks.

Additionally, we will monitor all student reading and math progress throughout the year via monthly STAR 360 assessments. The school principal will lead student monitoring conferences with individual teachers three times per year at the end of each trimester. During these meetings, the teacher will review academic achievement data gathered from the students in their class with the school principal. The teacher and principal identify key standards needing to be addressed during whole class instruction and interventions and key areas of need that need to be addressed during small group intervention. Identified students needing additional interventions and who have been provided the opportunities to learn and are not making the expected growth will be referred to CST process and will be monitored if needed by Student Study Team.

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 has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. 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. Instructional Specialists work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

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 collaborate and (TK- 5) 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)

A district funded Reading Specialist provides daily reading intervention for Kindergarten through Second grade that have been identified as below grade level in reading. Designated Universal Access time is scheduled for those students who are not meeting benchmark/standards in grades 1st through 5th.

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)

The following parent engagement opportunities will be offered during the 2019-2020 school year.

- Grade Level Parent Family Nights/Workshops
- Back to School Night
- Monthly Title I Meetings/Café con El Director/Coffee with the Principal
- Health and Wellness Family Carnival, May 2020
- Clinicas- Healthy Family Information meetings
- ELAC Monthly meetings starting September
- Outreach and Counselor led parent training on Navigating the School System, 3 times a year

(once every Trimester)

- Grade Level Field trips- parent opportunities to volunteer
- Hip Hop Mindset Performance
- Grade Level Music Recital
- Trimester Awards Assemblies
- School Site Council Monthly Meetings
- Loving Solutions Parent Training
- PTA
- Attendance Matters Parent Training
- 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)

Transitional presentations are held yearly by the middle School Counselors to inform 5th grade students of their program academy and strand. In addition, a 5th grade parent presentation on A-G requirements, middle school credit completion and reclassification criteria.

Funding

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

The following services will be funded to enable under performing students to meet the standards:

Kindergarten Paraprofessional Support

Hip Hop Mindset

Music-Weekly 30 minute classes

IXL-ELA and Math-enrichment and CCSS skills assessment and monitoring

Intervention tutoring before and after school

Staff Teaming and Collaboration-weekly staff grade level collaboration

Waterford

Enrichment Field Trips for students related to focus strand and standards

Substitutes for Grade Level Collaborations and SST/IEP meetings

Librarian- Support the AR and Reading Enrichment Incentive Program

Professional Development and Conferences

Possessive Behaviors and Interventions- Wellness CHAMPS Classroom Activities

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

The School Leadership Team and School Principals worked in writing, planning updating and the SPSA in two full days on September 13 and 20 and other additional dates. The English Learners Advisory Committee provided input and feedback to the School Site Council and the School Leadership Team during the end of the year meeting in June 2019 and the new school year in September and October 2019. Parent groups also submitted recommendations for actions to be included in the SPSA to the School Site Council. The SPSA was presented and reviewed by School Site Council and ELAC during the October 18 meeting. All parent committees PTA, ELAC and Title I participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. In addition, the SPSA was/is shared and reviewed with all staff during September/October meetings. School Site Council reviewed and updated the SPSA before approving the SPSA at the October 18, 2019 meeting. The SPSA goals and strategies drive discussion at monthly parent meetings and also at weekly staff collaboration days.

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:
Budgeted for two ISP's and only one was able to be hired
Vacant Kindergarten Paraprofessional position all year
Substitute Shortage impacted Teaming and Collaboration

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	%	0.14%	%		1	
Asian	0.1%	0.29%	%	1	2	
Filipino	%	%	%			
Hispanic/Latino	98.1%	97.71%	%	729	684	
Pacific Islander	%	0.14%	%		1	
White	1.6%	1.43%	%	12	10	
Multiple/No Response	%	%	%			
Total Enrollment				743	700	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	142	131	
Grade 1	119	101	
Grade 2	134	117	
Grade3	134	129	
Grade 4	105	126	
Grade 5	109	96	
Total Enrollment	743	700	

Conclusions based on this data:

Student enrollment decreased due to program choices offered at school sites. Rose Ave. 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 enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	579		384	77.9%		
Fluent English Proficient (FEP)	51		9	6.9%		
Reclassified Fluent English Proficient (RFEP)	43		62	7.6%		

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. 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:

Rose Avenue data 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 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)

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	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.

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	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:

Data shows overall consistent growth in 5th grade since 2015. There was consistent percentage growth in At or Near Standard in all grade levels since 2015 and also in Problem Solving & Modeling/Data Analysis. Data also shows a decreased in both Below Standard and Near Standard. The teachers will continue to collaborate during grade level collaboration time in the areas of need. In addition, staff will be 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 will be implemented into the daily routine. The teachers that went to the summer math training on Math Mindset are leading discussions within their grade levels. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions and teaming groups that are taking place daily. Interventions will be supported by small group instruction universal access time during teaming.

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

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

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

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

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	

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	

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	

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	

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
700	94.6%	75.9%	0.4%

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	531	75.9%
Foster Youth	3	0.4%
Socioeconomically Disadvantaged	662	94.6%
Students with Disabilities	75	10.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
Asian	2	0.3%
Hispanic	684	97.7%
Two or More Races	2	0.3%
Pacific Islander	1	0.1%
White	10	1.4%






Conclusions based on this data:

Based on this data, we can conclude that Rose Avenue School has a large percentage of students who are socioeconomically disadvantaged. Thus, we must ensure our families continue to have access to a variety of wrap-around services. We can also conclude that with 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 are both socioeconomic disadvantaged and English Language Learners and our actions will be strategically planned and implemented to meet their academic needs. We also have a high increase in our population of students with disabilities. We will closely monitored their IEP goals to ensure they continue to make progress and their needs are met.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

Based on the CA Dashboard, Rose Avenue School had increases on both English Language Arts and Mathematics from 2018 to 2019. 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. We will continue to monitor student daily attendance, 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 and behavior, provide progressive discipline and corrective measures to reduce the need for suspension. The data also 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. Our goal and actions for the 2019-2020 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 2019-2020 Dashboard: Suspension- maintain blue, ELA- increase to orange, Math- grow to yellow, Absenteeism- increase to blue.

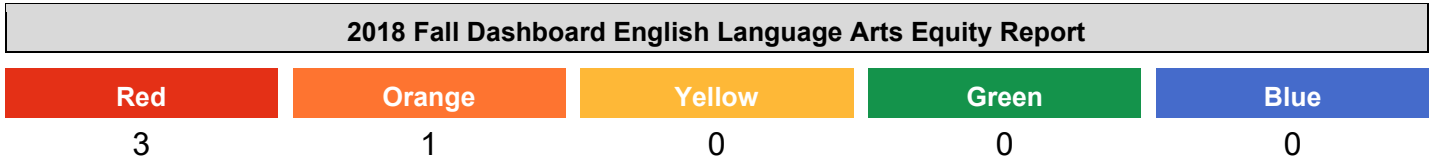
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 74.1 points below standard Maintained 1 points 336 students	<p>English Learners</p>  Red 77 points below standard Maintained 0.4 points 280 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Red 75.3 points below standard Maintained 0.9 points 322 students	<p>Students with Disabilities</p>  Orange 136.8 points below standard Increased 12.2 points 50 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 74.6 points below standard Maintained 0.4 points 334 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.2 points below standard Declined -5.8 points 200 students	21.4 points below standard Declined -21.3 points 80 students	62.3 points below standard Maintained 2.5 points 55 students

Conclusions based on this data:

Fall Dashboard English Language Arts Performance for All Students/Student Group indicates that all subgroups have maintained English Language Arts performance with the exception of students with disability. Nevertheless, students with disability have increased in ELA performance levels. Based on the analysis, we project moving from red to orange on the California Dashboard for ELA in the 2019-2020 school year. We will continue with the implementation of instruction first, identify effective strategies, teaming and collaboration, provide focused interventions, and enrichment to continue growth in academic achievement in English Language Arts.

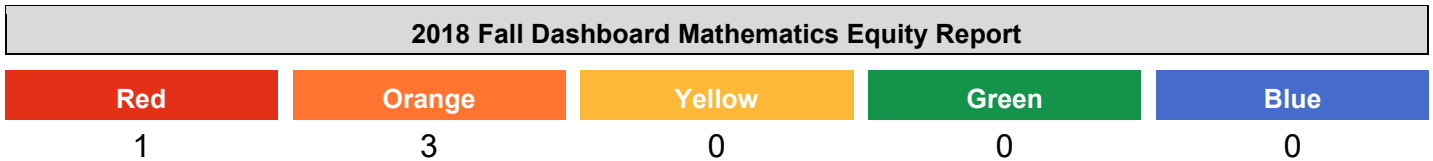
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 75.8 points below standard Maintained -2.3 points 336 students	<p>English Learners</p>  Orange 77.2 points below standard Maintained -1.6 points 280 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 76.5 points below standard Maintained -1.6 points 322 students	<p>Students with Disabilities</p>  Red 158.7 points below standard Declined -3.5 points 50 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.1 points below standard Maintained -2.6 points 334 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.8 points below standard Declined -8.2 points 200 students	38.2 points below standard Declined -5.8 points 80 students	71.1 points below standard Declined -6 points 55 students

Conclusions based on this data:

Based on the data, 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 identify the key areas of need to continue the growth in Mathematics, our goal will be to move to the next level on the California Dashboard moving from orange to yellow for Math. We will continue with our planned strategies for math, teaming and collaboration for the 2019-2020 school year. Additionally, we will focus on our subgroups and we will add activities that build on our collective effective teaching strategies and strengths to promote higher levels of academic achievement.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
493	22.3%	34.1%	28.6%	15%

Conclusions based on this data:

The data 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, 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 will be grouped at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate 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 will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

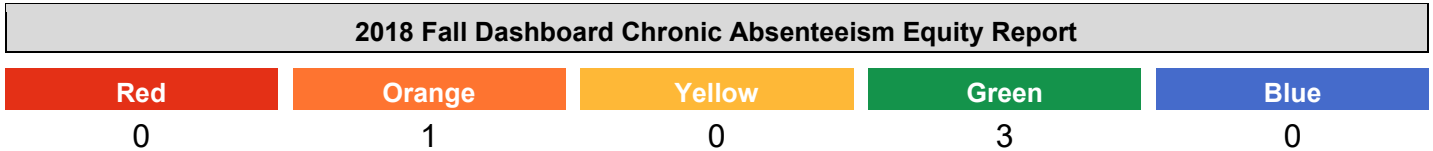
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.8% chronically absent</p> <p>Declined 1.8%</p> <p>712 students</p>	<p>English Learners</p>  <p>Green</p> <p>3.5% chronically absent</p> <p>Declined 2.6%</p> <p>543 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6% chronically absent</p> <p>Declined 1.6%</p> <p>679 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>12.2% chronically absent</p> <p>Increased 6.7%</p> <p>90 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.6% chronically absent Declined 1.9% 696 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

Conclusions based on this data:

All subgroups have declined in Chronic Absenteeism with the exception of Students with Disability. Chronic Absenteeism for Students with Disability have slightly increased. We will continue to address absenteeism across all sub-groups with the universal implementation of Positive Behavior Intervention Supports (PBIS) and CHAMPS incentives program. Our school staff strives to provide students a safe place conducive to learning where they can reflect on their learning and positive behavior. Parents and staff work together to address students' social-emotional needs so that students learn appropriate methods of dealing with sadness, anger or frustration. 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 by making connection and providing an incentives program for the students to better their school attendance.

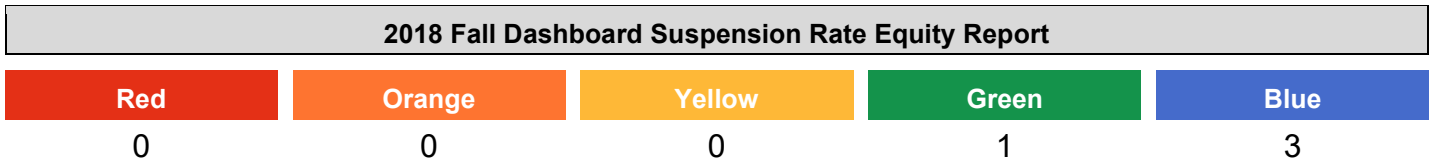
School and Student Performance Data

Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 1% suspended at least once Declined -1.2% 729 students	 Blue 0.7% suspended at least once Declined -1.1% 557 students	 No Performance Color Less than 11 Students - Data Not 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 5 students	 Blue 1% suspended at least once Declined -1.2% 696 students	 Green 2.2% suspended at least once Declined -1% 93 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1% suspended at least once Declined -1.2% 713 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 10 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.9% suspended at least once	2.1% suspended at least once	1% suspended at least once

Conclusions based on this data:

Based on this data, we conclude that while we had a decreased 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 17-18 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 will continue to focus on PBIS/CHAMPS to maintain and decrease the suspension rate for the 2019-2020 school year.

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
<p>STAR Early Literacy K & 1st grade</p> <p>STAR 360 Reading 2nd -5th grades</p>	<p>The percentage of students who scored At or Above on the Spring Benchmark:</p> <ul style="list-style-type: none"> Kindergarten - 10.6% 1st grade - 58.7 % 2nd grade - 26.6% 3rd grade - 31.4% 4th grade - 20.5% 5th grade - 15.7% 	<p>The percentage of students who will score At or Above benchmark will increase by:</p> <ul style="list-style-type: none"> Kindergarten - 20% 1st grade - 10%. 2nd grade - 10% 3rd grade - 10% 4th grade - 10% 5th grade - 10%
<p>CAASPP ELA</p>	<p>The percentage of students who Met or Exceeded the standard on the CAASPP ELA at the end of the 18-19 year:</p> <ul style="list-style-type: none"> 3rd grade - 28% 	<p>Students in the Met and Exceeded categories of the CAASPP will maintain current growth and increase 8-10% in ELA .</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 4th grade - 16% • 5th grade - 21% 	
CAASPP Math	<p>The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 18-19 year:</p> <ul style="list-style-type: none"> • 3rd grade - 22% • 4th grade - 11% • 5th grade - 12% 	<p>Students in the Met and Exceeded categories of the CAASPP will maintain current growth and increase 8-10% in Math.</p>
STAR 360 Math 1st - 5th grades	<p>The percentage of students who scored At or Above on the Spring Benchmark:</p> <ul style="list-style-type: none"> • 1st grade - 56.2 % • 2nd grade - 47.5% • 3rd grade - 53.4% • 4th grade - 40.9% • 5th grade - 44.7% 	<p>The percentage of students who will score At or Above benchmark will increase by:</p> <ul style="list-style-type: none"> • 1st grade - 10%. • 2nd grade - 10% • 3rd grade - 10% • 4th grade - 10% • 5th grade - 10%
Accelerated Reader Quizzes	<p>The percentage of students who Met Benchmark:</p> <ul style="list-style-type: none"> • 2nd grade - 67.8% • 3rd grade - 64.6% • 4th grade - 79% • 5th grade - 75.3% 	<p>The percentage of students attaining grade benchmark level on the Accelerated Reader quizzes by the end of the 2019-2020 school year will increase by 10%.</p>
ELPAC/Reclassification. ELPAC will be measured through Reclassification data.	<p>10 % of English Learners in grades 3rd-5th were reclassified in 2018-2019.</p>	<p>All students will advance one level in their English proficiency.</p> <p>In the 2019-2020 school year, All English learners meeting</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		ELPAC and ELA criteria will be Reclassified.

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)
2000.00	Title I 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 K-5th teachers will team in Language Arts, Math, and ELD daily. Transitional Kindergarten will team for ELD daily.

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 field day 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)

3000.00

LCFF - Targeted

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.

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)

8025.00

Discretionary

Materials and Supplies

653.00	Title III Material and Supplies
9000.00	Discretionary Warehouse Charges Materials and Supplies
2011.00	Discretionary 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. Every other Tuesday, teachers will participate in grade level collaborations. Every other Wednesday, teachers may participate in an optional after school paid biweekly vertical collaboration group. In addition, grade levels will be subbed out for 2 hours bimonthly to discuss student performance and plan instruction accordingly.

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)
11000.00	Title III Certificated Salary
13000.00	Title I Certificated Salary
9000.00	Title I Cost of subs
13040.00	LCFF - Intervention Certificated Salary
2688.00	LCFF - Intervention Certificated Benefits
7000.00	LCFF - Targeted

	Cost of subs
26541.00	Title I 1000-1999: Certificated Personnel Salaries Collaboration 00PY Only
5441.00	Title I Certificated Benefits
2885.00	Title III Certificated Benefits
1443.00	LCFF - Targeted Certificated 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.

K-2 students

Strategy/Activity

6. In order to improve reading achievement, the district provides a Reading Specialist. These are teachers who are site-based and will support struggling readers in grades K, 1st and 2nd. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading 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)

0

Source(s)

District Funded

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.

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)
2643.00	Discretionary 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 - 2 will use the STAR 360 Early Literacy to monitor and assess student progress. Kindergarten will be assessing students twice a month. First and second grade teachers will assess students monthly.

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

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

9. Additional clerical support will assist with SST, IEP, SSC, ELAC, interventions during testing periods, parent meetings, and documents translations for (SST, 504 Plans). We will fund two additional hours for office assistant.

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)
5473.00	Discretionary Classified Personnel Salary
5473.00	LCFF - Targeted Classified Salary
2052.00	Discretionary Classified Benefits
2347.00	LCFF - Targeted Classified Benefits
1753.00	Discretionary Health and Welfare
1753.00	LCFF - Targeted Health and Welfare

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.

TK and Kinder students

Strategy/Activity

10. Provide an additional 2 hour Kindergarten Para-professional to support the TK and Kindergarten classrooms.

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)
6840.00	LCFF - Intervention Classified Personnel
2013.00	LCFF - Intervention Classified Benefits

14.00

LCFF - Intervention

Health and Welfare

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)

0

Source(s)

District Funded

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)

0

Source(s)

District Funded

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 (IXL, Waterford, math and language arts, ELD).

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)

7005.00

Source(s)

LCFF - Intervention

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

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)
900.00	Title I Classified Salary
765.00	Title I 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

Strategy/Activity

16. Provide before and after school intensive intervention tutoring in ELA, Math, ELD for grades K-5.

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 III Certificated 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 and/or enrichment activities related to the strand focus and other curricular areas related to standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6500.00	Title I Services and fees
5000.00	LCFF - Targeted Transportation

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

Strategy/Activity

18. Implementation of Universal Access (K-5) targeted to all groups to reinforce standards-based instruction in ELA and Math and provide Enrichment opportunities for GATE 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 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)

0

Source(s)

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

Strategy/Activity

20. SST meetings will be held at least full 3 days a month 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)

0

Source(s)

No Additional Cost/See 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.

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)

0

Source(s)

District Funded

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

22. Site Technology Technician will provide school wide 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)

0

Source(s)

District Funded

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.

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)

0

Source(s)

No Additional Cost/ See Strategy 5

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.

Special Education Students

Strategy/Activity

24. Special Education Team members will meet every third Monday of the month to determine the dates for IEPs, concerns about students, and specific needs of Gen Ed teachers in supporting students in reading, math, and ELD.

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 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

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, IO, PALS, 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)

0

See Strategy 26

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.

All students

Strategy/Activity

26. Teachers and support staff to attend professional development and conferences for professional growth and 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)
3974.00	LCFF - Targeted Travel and Conference Cost
3085.00	Title I Travel and Conference Cost
5917.00	Discretionary Travel and Conference Cost
4439.00	Title III Travel and Conference Cost

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.

3rd - 5th grade students

Strategy/Activity

27. Provide students in grades 3-5 with academic agendas for the 2019-2020 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)
1080.00	Discretionary Materials and Supplies

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.

All students

Strategy/Activity

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

After School Program

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.

GATE Students

Strategy/Activity

Insure that all GATE students have been assigned to one clustered classroom where they will be provided with extended their learning and project based learning opportunities.

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.

All Students

Strategy/Activity

Teachers will be provided with the opportunity to attend NGSS and Mathematical Mindset professional development provide by the district Math and Science Specialists.

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

No Additional Cost

Annual Review

SPSA Year Reviewed: 2018-19

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 2019-2020 school year, we will focus 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 team 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 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.

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. For the 2019-2020 we will continue in building strong systematic approaches through our professional learning communities.

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 2018-2019 SPSA, academic achievement results, the need to continue to build on purposeful structures and collaboration through professional learning communities. We also need to prioritized preferred apps by grade level and compared them to school-wide needs and outcomes, to purchased them accordingly. In Addition, we analyzed the

data connected to academic progress provided by the ISP that took place during Universal Access time. This provided guidance in the decision to eliminate the position for this upcoming school year. We are also providing opportunities for English Learner 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.

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
California Healthy Kids Survey (CHKS)	10% of 3rd-5th grade students reported on the California Healthy Kids Survey that they have been hit or pushed.	Decrease the percentage of 3rd - 5th grade students reporting that they have been hit or pushed on the California Healthy Kids Survey by 4% in 2018-2019.
Suspension Rate	Suspension rates: All Students 1.77%	Reduce suspension rates by 1% .
Office Discipline Referrals	<p>Based on the data from the 2018-2019 school year, there were 93 office referrals. The referrals from the top two incident types were as follows:</p> <ul style="list-style-type: none"> Caused/threatened/attempted physical harm , 44 which is a decrease from 69 the previous year. Disruption and defiance 37 which is 	<p>To decrease the of total referrals based on the number of students enrolled by 10%. To decrease the number of referrals for disruption and defiance by 7%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	an increase from 64 the previous year.	
Chronic absence rate	Chronic absence rates 8.56%	Decrease the 2018-2019 chronic absence rates by 1% each year after.

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 year 5 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)

0

Source(s)

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-wide music programs to support enrichment activities and engage students in mindful learning strategies.

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)
10,080.00	LCFF - Targeted Certificated Salary

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 Room.

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)
2334.00	LCFF - Targeted

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:

- School wide attendance program with incentives
- Parent mediation meetings
- Attendance Club
- RaaWee Certificates

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF - Targeted

See Strategy 3

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. Hold positive behavior assemblies tied into academic reading programs, math, and PBIS/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)

0

Source(s)

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. 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)

976.00

Source(s)

LCFF - Targeted

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

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

Classified Salaries

0

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

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)

520.00

Discretionary

Contract for Shredding Services (United Document Storage)

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Centralized Services

Classified Salary (ORC)

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

9. Establish and implement Comprehensive Safety School Plan

- Monthly fire drill
- Monthly Priority 1/2 drills
- Quarterly earthquake drills
- Annual evacuation drill
- Professional development for first aid and safety

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional Cost/ See Goal 1 Strategy 5

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

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

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

11. Provide school based assemblies for student enrichment, Anti Bullying, PBIS, Behavior Expectations, Attendance.

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 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

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 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

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 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.

All Students

Strategy/Activity

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

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)

Title I
Certificated Personnel Salaries Cost of teacher extra hours (See goal 1)

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

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 2018-2019 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.

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
Title I 1000-1999: Certificated Personnel Salaries PBIS Extra hours (See goal 1)

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

16. Hold monthly anti-bullying marches on the playground, make a school anti-bullying video and implement the Bully Stopper Program as part of the PBIS/CHAMPS Anti-Bullying Program.

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 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

17. Utilize MTSS/Rtl model for behavior plan and district discipline matrix (ODR) process to support positive student behavior.

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 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

18. The California Healthy Kids Survey (CHKS) will be administered to students and staff to obtain data of our school climate. 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 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 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)

0

Source(s)

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

20. Hip Hop Mindset dance program to inspire, motivate, and develop social - emotional skills, responsibility, and wellness for 120 sessions (3 times a week).

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)

9600.00

Source(s)

LCFF - Targeted

Cost of Service and fees

Annual Review

SPSA Year Reviewed: 2018-19

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 2018-2019 California Healthy Kids Survey for Rose Avenue supports this conclusion as it indicated a 42 % increase in student reporting of meaningful participation at school. Based on an analysis of our attendance data for 2018-2019 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 the RaaWee student attendance certificates to recognize students have consistent attendance. We have establish 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 90 parents per event.	Increase attendance at parent education and activities that focus on helping parents connect to school and how to help students succeed in school by 15%.
Home/School Communication	According to the 2018-2019 California Healthy Kids Survey 100% of parent strongly agree or agree that the school keeps them well informed about school activities (district elementary school average is 90%). This data may not be valid or reliable as we only had 17 respondents participate in the survey.	Increase the number of participants by 25% to ensure the data is valid and reliable to use as a baseline. Maintain the percentage of parents that feel the school keeps them well informed about school activities to equal the district elementary school average of 90%.
Percentage of parents that feel welcomed and respected when visiting our school.	According to the 2018-2019 California School Parent Survey for, 92% of parents felt welcome to participate at the	Increase the number of participants by 25% to ensure the data is valid and reliable and use the data as a baseline.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school and 92% of parents felt they were treated with respect. The participation rate was low, which may affect the validity of this data.	

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 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. Parents are welcomed at monthly parent meetings: 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)

0

Source(s)

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

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

4. Parent Compact 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)

0

Source(s)

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

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)

200.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Verbal Translation Extra Help

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. Invite parents to Celebration of Learning Awards and Character Traits Assemblies 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)

0

Source(s)

No Additional Cost

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.

At risk students

Strategy/Activity

7. Invite and encourage parents to attend SST/IEP 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)

0

Source(s)

No additional cost

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

8. Conduct an annual survey to help identify parent needs to support their children.

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 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.

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

No additional 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

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)

1500.00

Discretionary

	Classified Salary
1500.00	LCFF - Targeted
	Classified Salary
1500.00	Title I
	Classified Salary

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. Provide support for parents in areas of attendance, social skills, and resiliency 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)
1000.00	LCFF - Targeted
	Classified Salary
2400.00	Title I
	Certificated Salary-School Counselor

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.

TK-Kindergarten students

Strategy/Activity

12. Provide a parent night or 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)

0

Source(s)

No Additional Cost/See Goal 1 Strategy 5

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.

3rd grade students

Strategy/Activity

13. Two parent nights are held to meet their child's teachers and a technology 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)

0

Source(s)

No additional cost/See Goal 1 Strategy 5

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.

All students

Strategy/Activity

14. "Navigating the School System" workshops will be provided to parents each trimester. Also, parents will be informed of the major components of CHAMPS, the schools' positive behavior plans 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

No Additional Cost/ See Strategy 11

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 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

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.

English Learners

Strategy/Activity

16. Invite parents of English Learner students 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

No Additional Cost/ See Goal 1 Strategy Materials and Supplies

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

11. Hold the annual Family Health and Wellness Carnival to provide community resources to school families and encourage family engagement.

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 10

Annual Review

SPSA Year Reviewed: 2018-19

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 level. 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 CAFE conference and it was offered there was a high interest of parents attending from both ELAC and SSC, at both conferences.

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 outreach 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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$220,863.00

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	\$71,832.00
Title III	\$21,977.00

Subtotal of additional federal funds included for this school: \$93,809.00

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	\$39,974.00
District Funded	\$0.00
LCFF - Intervention	\$31,600.00
LCFF - Targeted	\$55,480.00

Subtotal of state or local funds included for this school: \$127,054.00

Total of federal, state, and/or local funds for this school: \$220,863.00

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	39,974.00	0.00
Title I	71,832.00	0.00
Title III	21,977.00	0.00
LCFF - Targeted	55,480.00	0.00
LCFF - Intervention	31,600.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASES	0.00
Centralized Services	0.00
Discretionary	39,974.00
District Funded	0.00
LCFF - Intervention	31,600.00
LCFF - Targeted	55,480.00
Title I	71,832.00
Title III	21,977.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	ASES	0.00
	Centralized Services	0.00
	Discretionary	10,250.00

	Discretionary	29,724.00
	District Funded	0.00
	District Funded	0.00
	LCFF - Intervention	11,720.00
	LCFF - Intervention	19,880.00
	LCFF - Targeted	35,951.00
	LCFF - Targeted	19,529.00
	Title I	41,691.00
	Title I	3,400.00
1000-1999: Certificated Personnel Salaries	Title I	26,541.00
2000-2999: Classified Personnel Salaries	Title I	200.00
	Title III	10,324.00
	Title III	11,653.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	188,753.00
Goal 2	23,510.00
Goal 3	8,600.00

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
Lidia Mendoza	Classroom Teacher
Celina Camarena	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 10/18/2019.

Attested:



Principal, Pablo Ordaz on 10/18/2019



SSC Chairperson, Ruth Martinez on 10/18/2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019