



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 School	56725386055370	June 8, 2023	August 24, 2023

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)

Additional Targeted Support and Improvement
Rose Ave. became eligible for ATSI due to the student group of Students with Disabilities for the indicators of ELA and Math Performance and Chronic Absenteeism.

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.

Rose Avenue Elementary School, The School of Science and Wellness, will strive to meet the Every Student Succeeds Act (ESSA) by implementing the three goals of the Oxnard School District's Local Control and Accountability Plan (LCAP).
Goal 1- All students will reach high academic standards in reading and mathematics.
Goal 2- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning.
Goal 3 -Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Rose Avenue Elementary School is dedicated to aligning their daily work with the Oxnard School District’s Vision of Changing the World! We will strive to support our students and provide them with

positive experiences to become Inspired, Accomplished, Multilingual Global Citizens in School and Beyond. In the Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. Rose Avenue Elementary School is also dedicated to aligning their daily work with the Oxnard School District's Mission. Our goal is to IGNITE students' passions for learning and empower them to achieve brilliance. TRANSFORM our classroom and school expectations, relationships, and practices to more fully align with our values. NURTURE caring communities that develop students' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential. EMBRACE high-leverage services and approaches that translate our values into action.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service. Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school. A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:

1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

The Mission of Rose Avenue Elementary School is to prepare students to become outstanding and productive citizens of society. Our Vision is that Rose Avenue Elementary School is dedicated to promote social, emotional, and academic growth for all students. Our Values Statement is for the school community to internalize that we all contribute to the success of our students as we believe in a "our students, not my students" mentality, engage in effective "collaboration not isolation" methods, and prioritize the time to "recognize and celebrate the good". Through the participation of students, staff, parents, and school families towards our shared Vision, Mission, and Values statements, our students will be challenged to reach their maximum potential.

As described in our Vision and Mission Statements, Rose Avenue Elementary School is committed to providing a Common Core standards-based educational program that meets both the academic and social-emotional needs for all students, including all significant student subgroups (English Learners, Hispanic/Latino, Students with Disabilities, Migrant, and Socioeconomically

Disadvantaged). Throughout the 2023-2024 school year, Rose Avenue Elementary School will emphasize building rigor across the grade levels in all content areas, expanding the depths of knowledge across all disciplines, and increasing student engagement with access to academic language across the disciplines. As we continue with one of our foci as a "School of Science", teachers will continue to integrate scientific practices, hands-on activities and experiments as we continue the implementation of our recently adopted Science curriculum, "Twig Science", and continue with the implementation of the Next Generation Science Standards (NGSS).

Our dedicated teachers will focus on data driven instruction, will scaffold instruction to strengthen students skills' on grade-level standards, will provide small group instruction, and will assess students on a regular basis using Star 360 and other class assessments to monitor student growth in the core areas of Reading and Math. Our work at Rose Avenue will also be driven and modified as needed as we strive to meet the seven components of the OSD Student Profile.

1. Students will be able to learn through and with others as they become creative writers, successful readers and mathematical thinkers.
2. Students will be technologically, artistically, academically, and linguistically prepared to succeed and to lead.
3. Students will be prepared for the future and challenged to select rigorous courses. Students will also be equipped with the tools, knowledge, and skills to be high school, college, and career ready.
4. Students will be compassionate, multilingual, multicultural, and global thinkers as they are able to understand and to convey pride in their identity, heritage, and history.
5. Students will be prepared to succeed in local and state measures in all academic areas.
6. Students will be confident, solution oriented, and demonstrate a growth mindset as they advocate for themselves and for others.
7. Students will create, communicate, collaborate, design, and apply new knowledge in a variety of contexts.

The Teachers and Support Staff will work in Professional Learning Communities (PLCs) to analyze data, share best practices, reflect on classroom and school practices in meeting the expectations of the OSD Student Profile, and to plan first instruction with necessary interventions. Teachers will continue to capitalize on technology via the use of students' 1:1 devices and will continue to utilize the district's adopted Learning Management System, Canvas, in order to enhance instruction, provide resources to students and to communicate with school families. Students will continue to use district provided applications via their iPads which include Lexia Core 5, ST Math, MyOn and Accelerated Reader (AR) to support their academics.

Our school will also continue to utilize the Multi-Tiered Systems of Support (MTSS) by monitoring student performance with the implementation of Tier 1 Level of instruction with needed interventions for all students. Students who are not meeting grade level expectations will be identified through the Student Success Team (SST) process in order to establish Tier 2 and/or Tier 3 Levels of intervention and extra supports. These Tier 2 and Tier 3 Levels of Intervention will be provided by classroom teachers during small group instruction, English Language Development, after school tutoring, instruction by our site's Literacy Intervention Teacher, and by our school's Intervention Services Providers (ISP), who will also support students' academic skills in small group settings.

Rose Avenue Elementary School takes pride in our Positive Behavior Intervention Supports (PBIS) achievements which include the 2017 PBIS Bronze Award, 2018 PBIS Silver Award, and 2019 PBIS Platinum Award. The Pumas take pride in building a school culture that is nurturing, inclusive and welcoming to all students, staff, families, and community members. We plan to continue our implementation of schoolwide CHAMPS and STOIC protocols in order to provide the school community with a positive, safe and productive learning environment. Rose Avenue's PBIS Team

will meet on a monthly basis to analyze student discipline data, identify areas of focus, and provide recommendations to staff in order to strengthen our school's positive learning environment. Our students' social, emotional and behavioral needs will also be met through the MTSS/SST processes as we identify students in need of individual and/or small group counseling services, which will be provided by our School Counselor. As we continue with our school focus as a "School of Wellness", Rose Avenue School will provide many opportunities for social-emotional wellness with positive schoolwide activities that will enhance students' and staff connections to our learning environment such as clubs, school spirit weeks, Restorative Justice practices, Friday messages by our Student Council Leaders, school assemblies, Growth Mindset practices, Kindness Week, Mental Health Awareness, Wellness Wednesdays, and Anti-Bullying Awareness.

Rose Avenue parents and community members are integral in supporting their child to reach their fullest potential. Our English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) will continue to meet on a regular basis via a hybrid model through both in-person and zoom meetings in order to increase access for all school families. We will continue to maintain constant communication with all school stakeholders through Canvas, our School Website, our School's Marquee, Peachjar flyers, Mass Communication/Messages via Parent Square, and Social Media Platforms (Facebook, Twitter, and Instagram). Our School Principal, Outreach Coordinator, School Counselor, and Teachers will encourage parents to become active participants in their children's schooling through facilitating a variety of engaging and meaningful workshops based on parent and family needs. Once our parents/guardians have completed Human Resource's requirements for school volunteers, all parents/guardians will be invited to volunteer in classrooms and will be provided with multiple opportunities to participate in the school's educational program.

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to the student group of Students with Disabilities for the indicators of ELA and Math Performance and Chronic Absenteeism. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this such as after school tutoring with our qualified Special Education service providers and an attendance incentive program with the use of a Token Board Economy to increase attendance rates.

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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.

The School Principal and Assistant Principal conducted both formal and informal classroom observations in Transitional Kindergarten through Fifth Grade classrooms throughout the school year. These visits were followed by immediate feedback via a follow-up email by the administrator which included evidence of our schoolwide focus of increasing the levels of Depth of Knowledge, targeted Common Core State Standards (CCSS) instruction, evidence of the Student Profile attributes, utilizing Mathematical Mindset Strategies, and inclusion of both CHAMPS and social-emotional strategies. The usage of a Classroom Observation tool supported administrators in identifying common trends and additional areas of focus to support students' needs. These observations helped determine that teachers are continuing to work on providing rigorous lessons with appropriate scaffolds and that there is an inconsistent use of targeted small group instruction throughout all classrooms. Our site will continue to work on providing more opportunities for small group instruction across the core content areas and utilizing data to inform what targeted interventions are provided during this time. Teachers are also continuing to teach CHAMPS expectations but there has not been a consistent use of social-emotional strategies such as Community Circles in all classrooms. Our PBIS Committee will support teachers' efforts to engage students with PBIS structures and Social Emotional lessons in order to enhance students' connections to the school environment. Our site will continue to work on providing these social emotional strategies and social emotional lessons during the instructional day. These regular classroom observations will continue to support Rose Avenue Elementary School in identifying the needs of particular Professional Development opportunities and as discussion points for the planning of instructional practices during Professional Learning Communities (PLCs).

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)

As we begin the 2023-2024 school year, our school will utilize data from formative assessments including STAR 360 Early Literacy/Reading/Math, CAASSP Summative, CAASPP Interim Assessment Blocks (IABs), Writing Assessments, ELD assessments, and curriculum embedded assessments (My Math, Wonders/SEI and Reading Horizons/SPED). Teachers will utilize the data to formatively modify instruction and the assessments will support teachers in planning for effective lessons. Our students will participate in statewide summative assessments this academic year, which will include the CAASPP and English Language Proficiency Assessments (ELPAC).

The School Principal and Teachers will meet through Student Monitoring Conferences to review academic and social-emotional data, discuss student performance, identify students who are not demonstrating expected academic growth, determine the students who are in need of enrichment or challenging extension activities, and to identify key standards that need to be addressed during direct instruction and small group intervention.

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

Within a Professional Learning Community (PLC) and Teaming (Grade-Level/SPED Department), staff will collaborate frequently (once a week) to analyze data from formative assessments, to identify learning targets via the Common Core State Standards, modify instructional practices to impact student learning, plan for differentiation and construct a school-wide plan that aligns our resources to provide interventions and enrichment opportunities for our students.

Ongoing student monitoring of formative assessments, will allow classroom teachers and support staff to make referrals to the Student Success Team (SST) as needed for students who are not making adequate academic progress and who are in need of intense Tier 2 and Tier 3 Levels of support via the MTSS Process. These Tier 2 and Tier 3 supports will be provided by differentiated groups with the classroom teacher and/or small groups with our Literacy Intervention Teacher or Intervention Services Provider (ISP) during the instructional day or during after school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Bilingual Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

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

Working together within a Professional Learning Community setting, teachers will collaborate once a week (every Wednesday) in grade-level (Transitional Kindergarten-Fifth Grade) and department (SPED) teams to:

1. Identify learning objectives, increase depths of knowledge levels, and plan for differentiated instruction from State-Approved, Board-Adopted curriculum that are aligned to the Common Core State Standards (CCSS)
2. Share best teaching practices for first instruction and Universal Access (Tier 1) for all all core areas
3. Team daily for Designated English Language Development by the ELPAC's proficiency levels (Emerging, Expanding, Bridging) and to collaborate for Integrated English Language Development through all content areas to increase proficiency in the four language domains (listening, speaking, reading, and writing)
4. Collaborate to modify and enhance instructional practices to address Tier 1, Tier 2 and Tier 3 instructional and social-emotional needs
5. Analyze data from formative and summative assessments

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. Use of 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)

Teachers use the Multi-Tiered Systems of Support (MTSS) Model to support our underperforming students in meeting the grade level standards. This MTSS Model includes three tiers of interventions (Tier 1, Tier 2, and Tier 3). Classroom teachers provide Tier 1 with first-instruction, inclusive of universal access groups, scaffolds, reteaching, and intervention supports. Through student monitoring during Professional Learning Communities (PLCs) and individual teacher planning, students who are not making significant progress through Tier 1 supports will be referred to the Student Success Team (SST) for a six-eight week cycle of Tier 2 interventions, which can include the Literacy Intervention Teacher, Intervention Service Provider (ISP) or Classroom Teacher. Students who are not meeting expectations from multiple rounds of Tier 2 interventions, will continue with the SST Process and the team will plan for Tier 3 interventions. Students who do not demonstrate adequate progress at Tiers 1, 2, and 3 may be referred for a Special Education Evaluation. This process can involve school specialists such as the School Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and/or Nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of first instruction to raise student achievement. These practices may include, but are not limited to, establishing clear learning goals based on the Common Core Standards (CCSS), increasing levels of depths of knowledge, providing ample opportunities for the use of Academic Conversations to increase student engagement, use of scaffolding to activate students' prior knowledge, frequent checks for understanding, providing corrective feedback, creating access to rigor across the content areas, and reteaching core standards and subject matter based upon formative assessments.

Parental Engagement

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

Rose Avenue Elementary School provides several opportunities throughout the school year to strengthen our partnerships with family, district, and community stakeholders to assist underachieving students. As we collaborated with the Human Resource Department, parents/guardians completed the volunteer requirements and we were able to welcome them as school/classroom volunteers. To meet the needs of our school community, we will continue to conduct a combination of hybrid meetings, workshops, and conferences.

We encourage all school families to be a part of our site-based parent groups such as School Site Council (SSC), Parent Teacher Association (PTA) and the English Learner Advisory Committee (ELAC). The School Principal will invite school families to attend Title 1 Meetings and "Coffee with the School Principal". Each trimester, our Outreach Specialist and School Counselor plan to host Parent/Family Workshops based on the needs of our school families which may include Canvas, grades/report cards, attendance, parent advocacy, school apps (Lexia, ST Math, MyOn, Renaissance), Growth Mindset, and presentations from outside Community Agencies. Based on teacher availability, teachers will provide Parent/Family Nights on Literacy, Math, Science, Technology, Health and Wellness. Throughout the year, parents will be invited to Parent-Teacher Conferences to discuss student progress towards the Common Core State Standards and to collaborate with their student's teacher to identify strategies to improve student achievement. Parents of students who have been identified as significantly below grade level, will be invited to Student Success Team (SST) and Individualized Education Plan (IEP) meetings to review student's progress towards meeting the expected goals.

The Parent Teacher Association (PTA) will continue to provide funding to support standards-based field trips, school assemblies, student incentives, and extracurricular activities. The PTA will conduct both general and executive PTA meetings on a regular basis.

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)

Rose Avenue Elementary School will continue to prioritize parent and family engagement for the 2023-2024 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in the guidance, implementation, and evaluation of ConApp (Title I and Title III) programs. Parent representatives on the School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) are elected by other parents on an annual or biennial basis. Parent governance teams, including teachers and other school personnel, provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). SSC and ELAC will meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The School Principal will meet with classroom teachers and other school personnel during monthly Leadership/SPED/PBIS meetings, staff meetings and/or PLCS (every Tuesday), Instructional Planning Days (every Wednesday), and during Student Monitoring Conferences (3-5 times a year) to analyze, monitor student achievement data, and monitor progress towards the site's SPSA goals in order to improve instruction.

Funding

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

Categorical funds are used to improve student outcomes, support student interventions, and provide enrichment opportunities that are aligned to enable underperforming students to meet standards. The student interventions will include differentiated, small group instruction by certificated staff (classroom teacher, Literacy Intervention Teacher, and/or Intervention Services Provider) and after school tutoring. The enrichment opportunities will include standards-based field trips and student assemblies. These funds will also provide transportation to standards-based field trips and online subscriptions or applications to compliment core instruction as needed. The school will also fund a part-time Instructional Assistant who will provide science enrichment as we strive to enhance our strand focus of Science and Wellness. Teachers, support staff, and parents/guardians will also be able to attend Professional Development opportunities to meet students' academic and social emotional needs. These categorical funds will provide substitutes for teachers to attend student monitoring conferences, engage in collegial coaching, and to participate in SSTs during the school day. The Counselor, ORC, and Teachers will provide various opportunities for Parent Engagement workshops to help them support their students' academic and social emotional needs. Our School Librarian will also be able to facilitate Book Clubs and Literature Circles for our students. These funding resources will also allow Rose Avenue Elementary School to continue our PBIS endeavors with CHAMPS protocols, incentives, and materials throughout our school campus (classrooms, hallways, playground, parking lot, restrooms, cafeteria, library, office).

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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Rose Avenue Elementary School's teachers, staff and governance educational partners were involved in the development of this School Plan for Student Achievement (SPSA). The School Leadership Team met on May 1, 2023 to discuss the three SPSA goals and to discuss supports or resources needed to meet academic outcomes. The School Principal facilitated a Staff Meeting on May 16, 2023 to share the 2023-2024 school budget and also provided school-wide Spring Academic and Social Emotional data to introduce the planning of Annual Measurable Outcomes. Our grade level teams met as Professional Learning Communities (PLCs) on May 17, 2023 and May 24, 2023 to analyze baseline data (Spring STAR 360 Early Literacy, Reading, and Math) in order to develop expected academic goals for the 2023-2024 school year. The School Principal shared the SPSA with all teachers and support staff on May 30, 2023 to review the SPSA goals, share grade-level outcomes/goals, and to review the strategies/activities for our site's proposed expenditures.

The English Learner Advisory Committee (ELAC) representatives met on March 10, 2023 and the School Site Council met on April 13, 2023 to review the main components of the SPSA Plan, understand the three SPSA goals, provide input to our site's SPSA, and to be informed on our site's 2023-2024 budget allocations. The School Principal met with School Site Council on May 31, 2023 to share a completed draft of the SPSA for approval. The English Learner Advisory Committee met on June 2, 2023 to review the completed draft of the SPSA, with an emphasis on usage of Title III funds, strategies to support English Learners as they strive to enhance their English language proficiency levels to achieve reclassification and activities to enhance parent engagement. The Parent Teacher Association (PTA) was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

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

The Oxnard School District continues to experience a shortage of substitute teachers, but the District Office has provided every school with a "Floater" substitute to support sites when classroom teachers are out sick. Our site had budgeted for two Intervention Service Providers (ISPs) and we were not able to hire two individuals at the expected start time, but we were able to hire one ISP in March 2023. As we were not able to hire a second ISP, we hired a Limited Term Paraeducator who supported our site with science enrichment three days a week (5 hours per day).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	0.42%	0.6%	2	2	3
Asian	0.4%	0.63%	0.4%	2	3	2
Filipino	%	%	0%			0
Hispanic/Latino	97.3%	97.07%	97.98%	498	464	486
Pacific Islander	%	%	0%			0
White	1.8%	1.88%	0.81%	9	9	4
Multiple/No Response	0.2%	%	0.2%	1		1
Total Enrollment				512	478	496

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	86	88	127
Grade 1	74	72	70
Grade 2	71	69	70
Grade 3	88	70	70
Grade 4	96	83	74
Grade 5	97	96	85
Total Enrollment	512	478	496

Conclusions based on this data:

Student enrollment has decreased in recent years due to a variety of factors including the high cost of living in our county/community. Enrollment decrease is consistent with other local schools and/or districts. For the 2022-2023 school year, 97.9% of our student population was represented by the Hispanic/Latino subgroup. Rose Avenue Elementary School continues to honor and value this subgroup and other subgroups' cultural heritages and customs within our educational program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	329	313	312	64.30%	65.5%	62.9%
Fluent English Proficient (FEP)	68	46	37	13.30%	9.6%	7.5%
Reclassified Fluent English Proficient (RFEP)	39			11.9%		

Conclusions based on this data:

Based on the analysis of English Learner enrollment at Rose Avenue Elementary for the 2021-2022 school year, the percentage of English Learners has slightly decreased by 2.6% during the 2022-2023 school year, nevertheless a majority of our students (62.9%) continued to be identified as active English Learners. English Learners will continue to be provided with Designated English Language Development (ELD) on a daily basis with times based on their particular grade levels. Transitional Kindergarten and Kindergarten students will continue to receive 30 minutes of daily Designated ELD instruction, while students in first through fifth grades will continue to receive 45 minutes of daily Designated ELD instruction. During Designated ELD instruction, students will enhance their language acquisition through scaffolded instruction focused on oral (listening and speaking) and written (reading and writing) English language domains. All teachers will provide access to Integrated ELD throughout the day across the discipline areas including English Language Arts, Math, Social Studies, Science, Physical Education, and other areas. Integrated ELD strategies will include various opportunities for student engagement, access to vocabulary and academic terms, and scaffolded supports in each language domain as needed. Reclassified Fluent English Proficient (RFEP) students will continue to be academically monitored by their classroom teachers for a duration of four years per California State requirements.

School and Student Performance Data

Star Early Literacy

Rose Avenue Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	51	9	18%	6	12%	4	8%	32	63%	4	786
Grade 1	74	14	19%	17	23%	8	11%	35	47%	4	828
Grade 2	31	7	23%	6	19%	7	23%	11	35%	4	893

Conclusions based on this data:

Based off our End of Year 2022-2023 STAR Early Literacy assessment data, our Kindergarten students have demonstrated high proficiency with their early literacy skills in order to be successful on Common Core State Standards. These literacy subdomains include Word Knowledge and Skills, Comprehension, and Numbers and Operations. For Kindergarten, a majority of our students (63%), were At/Above Benchmark (Level 4) while 18% were at Urgent Intervention (Level 1). Our First Grade Students have also demonstrated high proficiency with their early literacy skills in order to be successful on Common Core State Standards. For First Grade, a majority of our students (47%) were At/Above Benchmark (Level 4) while 23% were at Intervention (Level 2). Due to a low-leveled score on the STAR Reading, twenty-nine Second Grade students were also tested on the STAR Early Literacy. For Second Grade, a majority of our students, a majority of our students (35%) were at At/Above Benchmark (Level 4) while 23% were at On Watch (Level 3).

Based off this data, we can conclude that our current First through Third grade students will need targeted enrichment and intervention for critical literacy skills such as Phonemic Awareness, Phonics, Fluency, and Vocabulary. These targeted enrichment and intervention opportunities will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, Literacy Intervention Teacher, and/or Intervention Services Provider (ISP). Our students will continue to use Lexia/Core 5 and Accelerated Reader to enhance their literacy and comprehension skills.

School and Student Performance Data

Star Reading

Rose Avenue Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	78	34	44%	21	27%	12	15%	11	14%	2	898
Grade 3	76	37	49%	24	32%	10	13%	5	7%	1	906
Grade 4	77	43	56%	12	16%	12	16%	10	13%	1	959
Grade 5	86	36	42%	23	27%	25	29%	2	2%	1	997

Conclusions based on this data:

Based off our End of Year 2022-2023 STAR Reading assessment data, our Third Grade through Fifth Grade students show the need to continue building upon their literacy skills in order to be successful on Common Core State Standards. These literacy domains include Literature, Informational Skills, Foundational Skills, and Language. For Second Grade, a majority of our students (44%) were at Urgent Intervention (Level 1) while 27% were at Intervention (Level 2). For Third Grade, a majority of our students (49%) were at Urgent Intervention (Level 1) while 32% were at Intervention (Level 2). For Fourth Grade, a majority of our students (56%) were at Urgent Intervention (Level 1) while 16% were at On-Watch (Level 3) and at Intervention (Level 2). For Fifth Grade, a majority of our students (42%) were at Urgent Intervention (Level 1) while 29% were at On Watch (Level 3).

Based off this data, we can conclude that our current Third through Fifth grade students will need targeted enrichment and intervention with critical literacy skills such as Fluency, Vocabulary, and Comprehension. These targeted enrichment and intervention opportunities will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, Literacy Intervention Teacher, and/or Intervention Services Provider (ISP). Our students will continue to use Lexia/Core 5 and Accelerated Reader (AR) to enhance their literacy and comprehension skills.

School and Student Performance Data

Star Math

Rose Avenue Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	73	10	14%	32	44%	26	36%	5	7%	2	854
Grade 2	78	23	29%	26	33%	20	26%	9	12%	2	915
Grade 3	76	35	46%	19	25%	20	26%	2	3%	1	934
Grade 4	79	28	35%	20	25%	20	25%	11	14%	2	991
Grade 5	85	46	54%	23	27%	14	16%	2	2%	1	1007

Conclusions based on this data:

Based off our End of Year 2022-2023 STAR Math assessment data from, shows that our current Second Grade through Fifth Grade students show the need to continue building upon their mathematical skills in order to be successful on Common Core State Standards (CCSS). The domains include Operations and Algebraic Thinking, Geometry, Measurement and Data, and Number and Operations in Base Ten.

For First Grade, a majority of our students (44%) were Intervention (Level 2) while 36% were at On Watch (Level 3). For Second Grade, a majority of our students (33%) were at Intervention (Level 2) while 26% were at On Watch (Level 3). For Third Grade, a majority of our students (46%) were at Urgent Intervention (level 1) while 25% were at On-Watch (Level 3). For Fourth Grade, a majority of our students (35%) were at Urgent Intervention (Level 1) while 25% were at Intervention (Level 2) and On Watch (Level 3). For Fifth Grade, a majority of our students (54%) were at Urgent Intervention (Level 1) while 27% were at Intervention (Level 2).

Based off this data, we can conclude that our current Second through Fifth Grade students will need targeted enrichment and intervention with critical mathematical practices within the CCSS: Make sense of problems and persevere in solving them; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. These targeted enrichment and intervention opportunities will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, and/or Intervention Services Provider (ISP). Our classroom teachers will continue to use Mathematical Mindset Practices and students will continue to use ST Math as a support to increase their mathematical skills. Our Transitional Kindergarten through Third Grade Teachers will continue to utilize Pre-K to Third Grade Coherence Collaboration (P3CC) strategies to increase students' academic language and mathematical reasoning, which will build a mathematical foundation that will lead to proficiency in the CCSS for mathematics.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		74			73			73			98.6	
Grade 4		87			85			85			97.7	
Grade 5		97			96			96			99.0	
All Grades		258			254			254			98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2353.			4.11			20.55			21.92			53.42	
Grade 4		2408.			9.41			15.29			24.71			50.59	
Grade 5		2449.			5.21			23.96			21.88			48.96	
All Grades	N/A	N/A	N/A		6.30			20.08			22.83			50.79	

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		4.11			63.01			32.88			
Grade 4		3.53			67.06			29.41			
Grade 5		7.29			67.71			25.00			
All Grades		5.12			66.14			28.74			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.48			38.36			56.16	
Grade 4		7.06			51.76			41.18	
Grade 5		10.42			41.67			47.92	
All Grades		7.87			44.09			48.03	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.11			69.86			26.03	
Grade 4		3.53			82.35			14.12	
Grade 5		7.29			62.50			30.21	
All Grades		5.12			71.26			23.62	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.48			58.90			35.62	
Grade 4		5.88			67.06			27.06	
Grade 5		6.25			61.46			32.29	
All Grades		5.91			62.60			31.50	

Conclusions based on this data:

As we compared 2018-2019 (Pre-Pandemic) ELA CAASPP Data to 2021-2022 (Post-Pandemic) ELA CAASPP Data, our Fourth and Fifth Grade students demonstrated progress and a percent increase on the proficiency levels of Met or Exceeded. For Fourth Grade, they demonstrated an increase of 8% (from 16% to 24%). For Fifth Grade, they demonstrated an increase of 7% (from 21% to 28%). For Third Grade, they demonstrated a slight decrease of 4% (from 28% to 24%). Based on the 2022-2023 ELA CAASPP Data in comparison to our 2021-2022 ELA CAASPP Data, Third Grade remained at 25% of students who Met or Exceeded. For Fourth Grade, they demonstrated a slight increase of 1% (from 25% to 26%) students who Met or Exceeded. For Fifth Grade, they demonstrated a slight decrease of 3% (from 29% to 26%) students who Met or Exceeded.

Based on this data, our school will continue to support our students on meeting and exceeding the standards. Teachers will collaborate on a weekly basis to analyze data and share best practices. Our students will need targeted enrichment and intervention with critical literacy skills such as Phonics, Fluency, Vocabulary, and Comprehension. This targeted enrichment and intervention will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, Literacy Intervention Teacher, and/or Intervention Services Provider (ISP). Our students will continue to use Lexia/Core 5 and Accelerated Reader (AR) to enhance their literacy and comprehension skills. During first instruction, teachers will provide high quality instructional strategies and teach rigorous lessons that will provide students with access to the core standards to make learning meaningful and improve student outcomes based on the state standards.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		74			73			73			98.6	
Grade 4		87			85			85			97.7	
Grade 5		97			96			96			99.0	
All Grades		258			254			254			98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.			5.48			26.03			24.66			43.84	
Grade 4		2412.			4.71			16.47			29.41			49.41	
Grade 5		2422.			3.13			7.29			27.08			62.50	
All Grades	N/A	N/A	N/A		4.33			15.75			27.17			52.76	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		12.33			43.84			43.84		
Grade 4		9.41			43.53			47.06		
Grade 5		4.17			32.29			63.54		
All Grades		8.27			39.37			52.36		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.22			49.32			42.47	
Grade 4		9.41			40.00			50.59	
Grade 5		3.13			46.88			50.00	
All Grades		6.69			45.28			48.03	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.85			60.27			32.88	
Grade 4		4.71			56.47			38.82	
Grade 5		2.08			50.00			47.92	
All Grades		4.33			55.12			40.55	

Conclusions based on this data:

As we compared 2018-2019 (Pre-Pandemic) Math CAASPP Data to 2021-2022 (Post-Pandemic) Math CAASPP Data, our Third and Fourth Grade students demonstrated progress and a percent increase on the proficiency levels of Met or Exceeded. For Third Grade, they demonstrated an increase of 10% (from 21% to 31%). For Fourth Grade, they also demonstrated an increase of 10% (from 10% to 20%). For Fifth Grade, they remained at 10%. Based on the 2022-2023 Math CAASPP Data in comparison to our 2021-2022 Math CAASPP Data, Third Grade demonstrated a decrease of 12% (from 32% to 20%) of students who Met or Exceeded. For Fourth Grade, they demonstrated an increase of 7% (from 22% to 28%) students who Met or Exceeded. Fourth Grade also demonstrated a decrease of 13% (from 49% to 36%) of students Below the Standard (Standard Not Met). For Fifth Grade, they demonstrated an increase of 4% (from 10% to 14%) students who Met or Exceeded.

Based on this data, our school will continue to support our students on meeting and exceeding the standards. Teachers will collaborate on a weekly basis to analyze data and share best practices. Our students will need targeted enrichment and intervention with critical mathematical practices within the CCSS: Make sense of problems and persevere in solving them; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. These targeted enrichment and intervention opportunities will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, and/or Intervention Services Provider (ISP). During first instruction, teachers will provide high quality instructional strategies and teach rigorous lessons that will provide students with access to the core standards to make learning meaningful and improve student outcomes based on the state standards. Our classroom teachers will continue to use Mathematical Mindset Practices and students will continue to use ST Math as supports to increase mathematical skills. Our Transitional Kindergarten through Third Grade Teachers will continue to utilize Pre-K to Third Grade Coherence Collaboration (P3CC) strategies to increase students' academic language and mathematical reasoning, which will build a mathematical foundation that will lead to proficiency in the CCSS for mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	1452.5		*	1464.9		*	1439.4		*	29	
2	1452.7	1469.4		1454.9	1482.2		1450.0	1456.0		43	50	
3	1481.9	1482.6		1477.6	1478.8		1485.8	1485.9		65	47	
4	1506.6	1528.5		1504.0	1531.0		1508.8	1525.4		57	59	
5	1516.0	1551.2		1514.9	1547.1		1516.8	1554.8		39	47	
All Grades										208	232	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	7.14		*	42.86		*	28.57		*	21.43		*	28	
2	4.65	14.89		39.53	34.04		37.21	29.79		18.60	21.28		43	47	
3	6.15	10.64		35.38	34.04		41.54	29.79		16.92	25.53		65	47	
4	10.53	37.29		42.11	30.51		38.60	23.73		8.77	8.47		57	59	
5	12.82	40.43		35.90	42.55		33.33	12.77		17.95	4.26		39	47	
All Grades	8.17	24.12		37.50	35.96		38.46	24.56		15.87	15.35		208	228	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	25.00		*	50.00		*	14.29		*	10.71		*	28	
2	13.95	36.17		34.88	29.79		37.21	23.40		13.95	10.64		43	47	
3	16.92	14.89		47.69	48.94		16.92	19.15		18.46	17.02		65	47	
4	33.33	54.24		43.86	32.20		19.30	8.47		3.51	5.08		57	59	
5	25.64	63.83		43.59	29.79		20.51	6.38		10.26	0.00		39	47	
All Grades	22.12	40.79		42.31	36.84		23.08	14.04		12.50	8.33		208	228	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	7.14		*	14.29		*	35.71		*	42.86		*	28	
2	4.65	6.38		23.26	36.17		46.51	27.66		25.58	29.79		43	47	
3	6.15	8.51		21.54	27.66		46.15	36.17		26.15	27.66		65	47	
4	7.02	22.03		26.32	27.12		40.35	28.81		26.32	22.03		57	59	
5	10.26	17.02		10.26	25.53		48.72	51.06		30.77	6.38		39	47	
All Grades	6.73	13.16		21.15	27.19		44.71	35.53		27.40	24.12		208	228	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	37.04		*	55.56		*	7.41		*	27	
2	2.33	23.40		83.72	70.21		13.95	6.38		43	47	
3	14.06	36.17		67.19	42.55		18.75	21.28		64	47	
4	29.82	54.24		61.40	38.98		8.77	6.78		57	59	
5	20.51	34.04		66.67	61.70		12.82	4.26		39	47	
All Grades	16.91	37.89		68.60	52.86		14.49	9.25		207	227	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	17.86		*	71.43		*	10.71		*	28	
2	16.28	34.04		65.12	57.45		18.60	8.51		43	47	
3	27.69	28.26		58.46	50.00		13.85	21.74		65	46	
4	42.59	47.46		48.15	47.46		9.26	5.08		54	59	
5	45.95	85.11		43.24	14.89		10.81	0.00		37	47	
All Grades	32.02	44.93		55.17	46.26		12.81	8.81		203	227	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	14.81		*	29.63		*	55.56		*	27	
2	20.93	14.89		51.16	55.32		27.91	29.79		43	47	
3	4.62	2.13		53.85	46.81		41.54	51.06		65	47	
4	10.53	11.86		61.40	55.93		28.07	32.20		57	59	
5	10.26	17.02		48.72	72.34		41.03	10.64		39	47	
All Grades	10.58	11.89		54.33	54.19		35.10	33.92		208	227	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	10.71		*	67.86		*	21.43		*	28	
2	0.00	12.77		69.77	51.06		30.23	36.17		43	47	
3	15.38	36.17		63.08	46.81		21.54	17.02		65	47	
4	7.02	44.07		75.44	45.76		17.54	10.17		57	59	
5	5.13	40.43		76.92	57.45		17.95	2.13		39	47	
All Grades	7.69	31.14		69.71	52.19		22.60	16.67		208	228	

Conclusions based on this data:

Based off our Summative ELPAC Data from Spring 2022-2023, our Kindergarten through Fifth Grade students show the need to continue building upon their language proficiency skills in order to be successful on the ELD Standards. These language domains include both Oral (Listening and Speaking) and Written (Reading and Writing). For Kindergarten, a majority of our students (41%) were at Somewhat Developed (Level 2) while 34% were at Minimally Developed. For First Grade, a majority of our students (39%) were at Somewhat Developed (Level 2) while 36% were at Moderately Developed (Level 3). For Second Grade, a majority of our students (40%) were at Somewhat Developed (Level 2) while 37% were at Moderately Developed (Level 3).

For Third Grade, a majority of our students (36%) were at Moderately Developed (Level 3) while 31% were at Somewhat Developed (Level 2). The 13% of Well-Developed Students (Level 4) will be able to reclassify if they meet the English Language Arts criteria. For Fourth Grade, a majority of our students (36%) were at Moderately Developed (Level 3) while 28% were at Well Developed (Level 4). The Well-Developed students will be able to reclassify if they meet the English Language Arts criteria. For Fifth Grade, a majority of our students (30%) were at Moderately Developed (Level 3) while 40% were at Somewhat Developed. The 21% of Well-Developed Students (Level 4) will be able to reclassify if they meet the English Language Arts criteria.

The data shown maintains that all students are making growth across the four domains in all assessed grade levels. The focus continues to be intentional designated and integrated ELD instruction on a daily basis and throughout all content areas. All instructional practices should include the four domains of reading, writing, listening and speaking in order to ensure all students make at least one year's growth across the domains on the ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
478	93.7	65.5	1.3
Total Number of Students enrolled in Rose Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	313	65.5
Foster Youth	6	1.3
Homeless	55	11.5
Socioeconomically Disadvantaged	448	93.7
Students with Disabilities	80	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian		
Asian	3	0.6
Filipino		
Hispanic	464	97.1
Two or More Races		
Pacific Islander		
White	9	1.9

Conclusions based on this data:

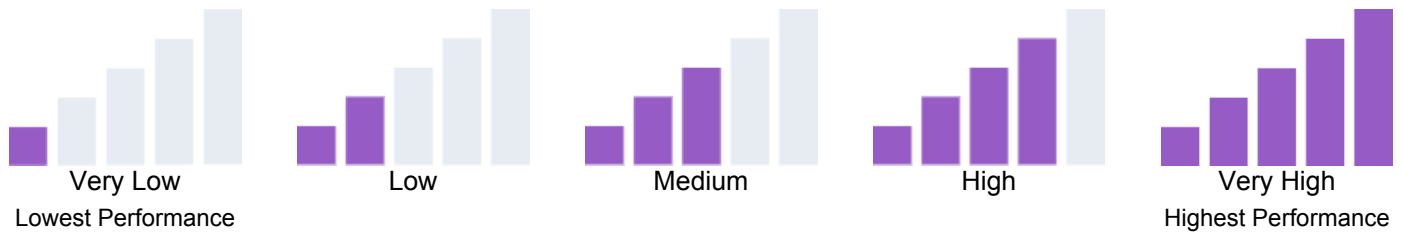
Based on the 2021-2022 Dashboard for Student Population, there were a total of three significant student groups at Rose Avenue Elementary School: Socioeconomically Disadvantaged (93.7%), English Learners (65.5%), and Students with Disabilities (16.7%). Based on the 2022 Dashboard for Enrollment by Race/Ethnicity, there was one significant student group at Rose Avenue Elementary School: Hispanic (97.1%). Based on the Student Population data for these three significant student groups, Rose Avenue Elementary School will focus on analyzing formative and summative assessments in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted intervention for students not meeting grade-level standards. To support the student group of Socioeconomically Disadvantaged students, Rose Avenue Elementary School will ensure that our students and families have equitable access to academic and social emotional support to ensure their success in school. To support the student group of English Learners, Rose Avenue Elementary School will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day. We will also analyze formative and summative assessments in order to progress monitor our English Learner's progress towards proficiency in their language acquisition especially in the ELPAC domains of Oral Expression (Listening and Speaking) and Written Expression (Reading and Writing). To support the student group of Students with Disabilities, Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet both their academic and social emotional goals based on their Individualized Education Plans (IEPs). Our Special Education Case Managers will collaborate with their General education colleagues, Special Education counterparts, School Psychologist, and Special Education partners at the District Office in order to provide an enriching educational plan that meets their students' various needs.

School and Student Performance Data

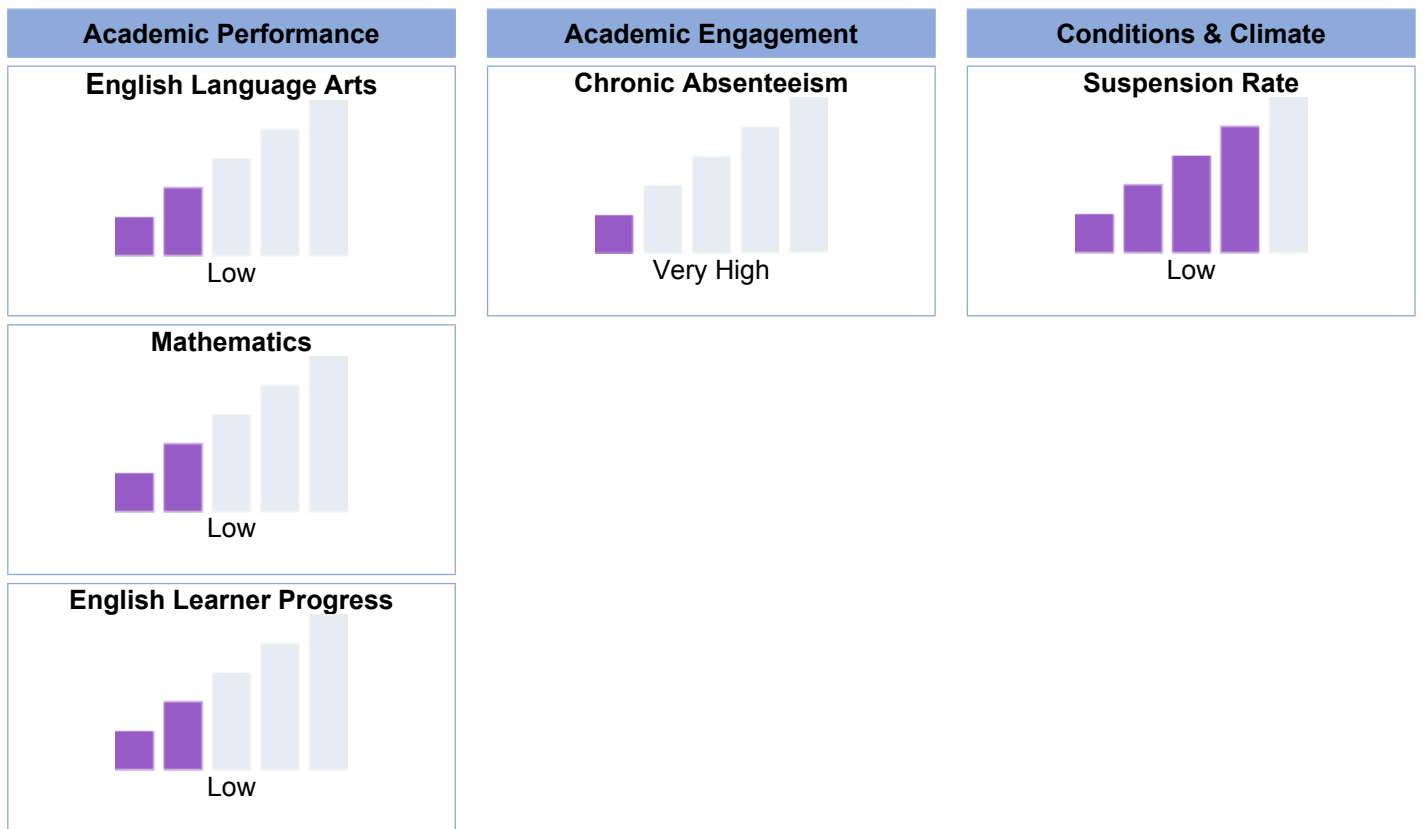
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

Based on the 2022 Fall Dashboard for Overall Performance for All Students, Rose Avenue Elementary School is at the Low level for English Language Arts, Math, and English Learner Progress. Based on the 2022 Overall Performance, Rose Avenue Elementary School will focus on analyzing formative and summative assessments in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted intervention for students not meeting grade-level standards. Teachers and School Administration will meet three to five times a year

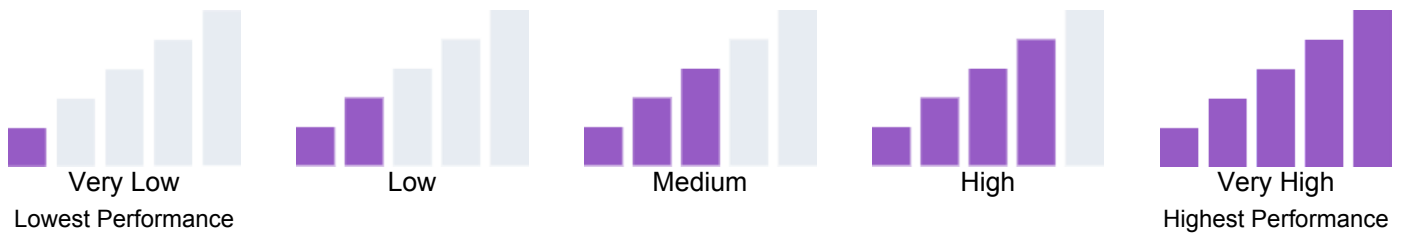
during Student Monitoring Conferences to monitor student progress, analyze academic data, and identify targeted standards needed to increase academic achievement. Based on the 2022 Fall Dashboard for Overall Performance for All Students, Rose Avenue Elementary School is at the “Very High” Level for Chronic Absenteeism. Attendance rates will be monitored and Attendance Mediation Meetings will be held at the site level for those students with excessive tardies and/or absences. The Attendance Mediation Team will consist of the ORC, Attendance Technician, School Administrator, and Parent/Guardian. Each month, the Attendance Team will provide Attendance Incentives with the use of an "Attendance Punch Card" to promote an increase students' daily attendance and decrease the rate of chronic absenteeism. Based on the 2022 Fall Dashboard for Overall Performance for All Students, Rose Avenue Elementary School is at the “Low” level for Suspension Rate. In order to maintain a “Low” level of suspension rates, School Administrators will continue to implement progressive discipline with the use of Restorative Justice practices, Social Emotional Supports, Referrals to the School Counselor as needed, and support positive behavior with our site’s PBIS efforts.

School and Student Performance Data

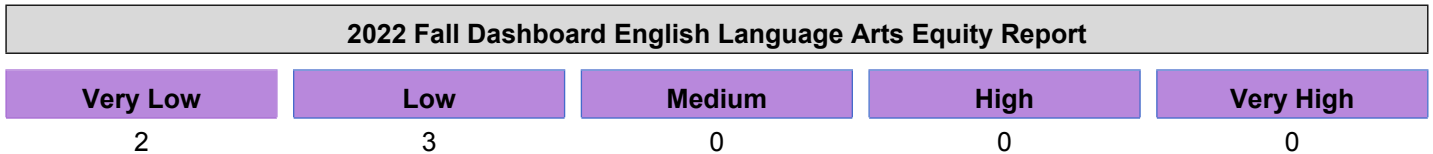
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

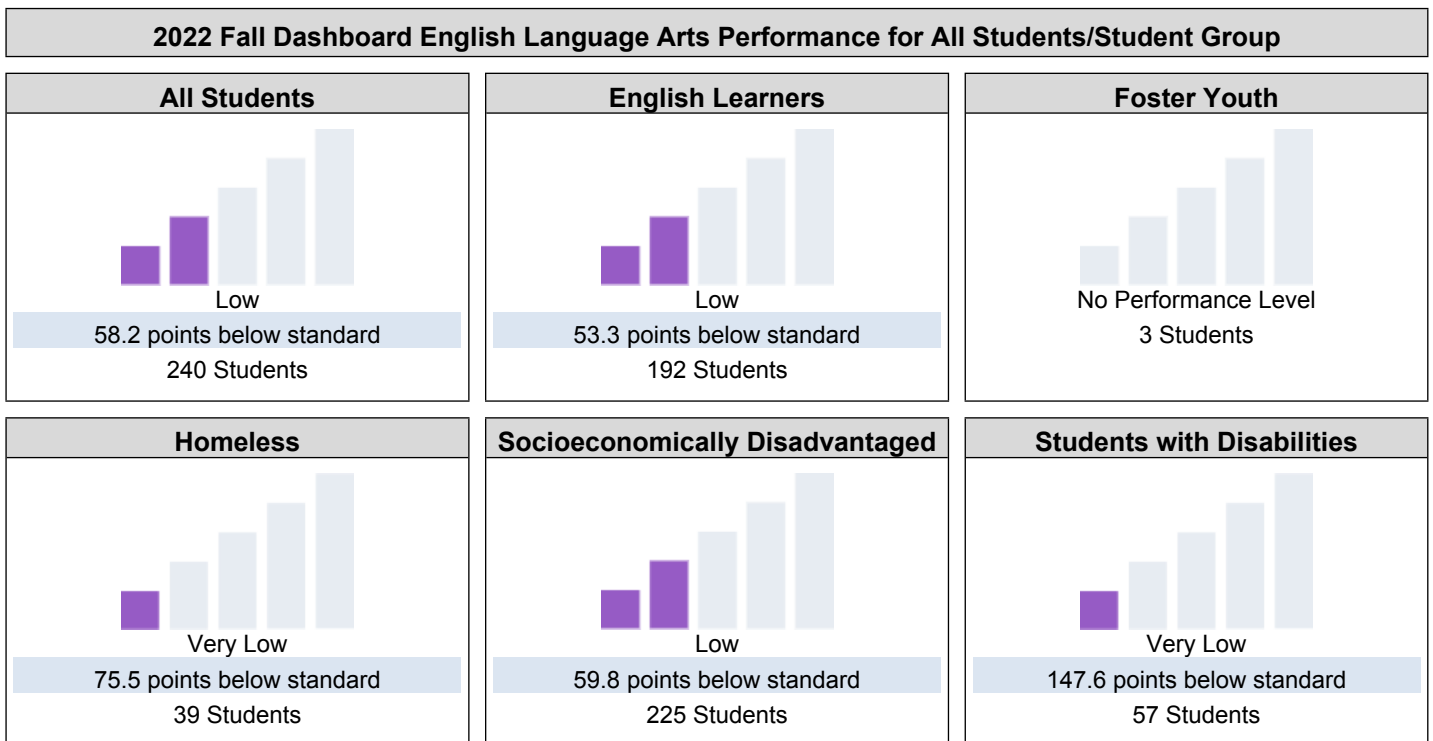
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



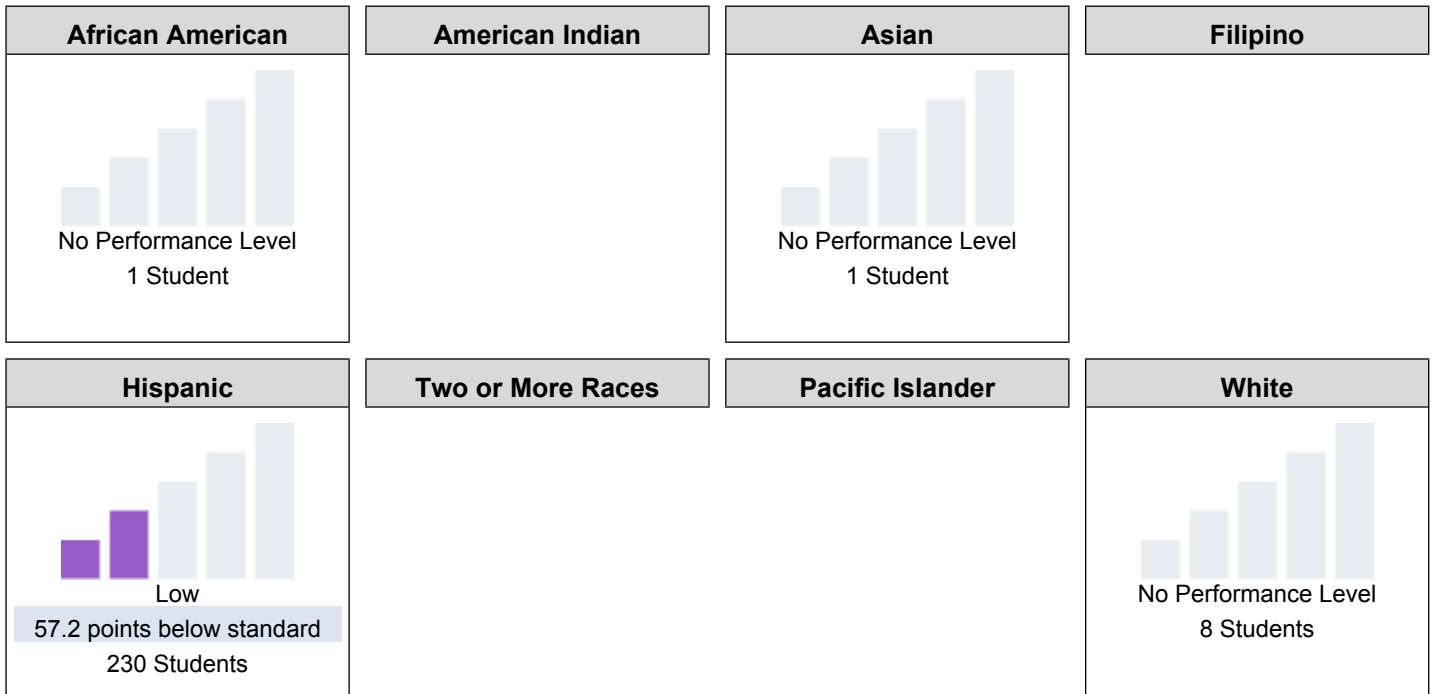
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.2 points below standard 145 Students	22.8 points below standard 47 Students	85.2 points below standard 46 Students

Conclusions based on this data:

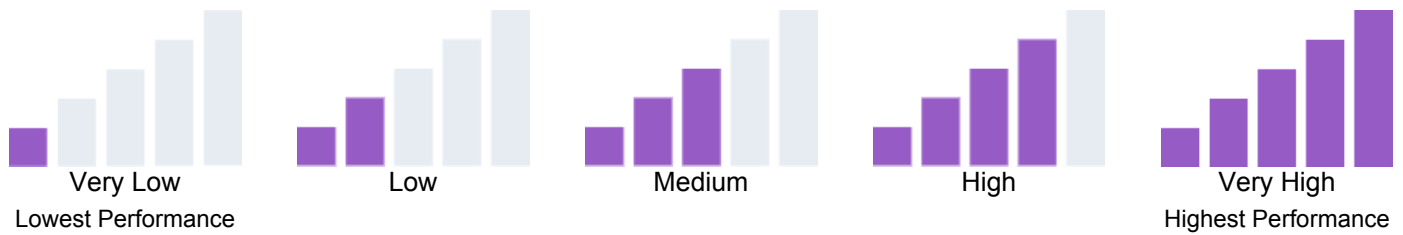
Based on the 2022 Fall Dashboard English Language Arts Performance for All Students/Student Groups, all students, especially the three student groups represented by English Learners, Hispanic, and Socioeconomically Disadvantaged Students, were at the Low level. The two student groups represented by Homeless and Students with Disabilities were at “Very Low” levels. Rose Avenue Elementary School's classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet their academic and goals based on their Individualized Education Plans (IEPs). Our Special Education Case Managers will collaborate with their General education colleagues, Special Education counterparts, School Psychologist, and Special Education partners at the District Office in order to provide an enriching educational plan that meets their students' various needs.

School and Student Performance Data

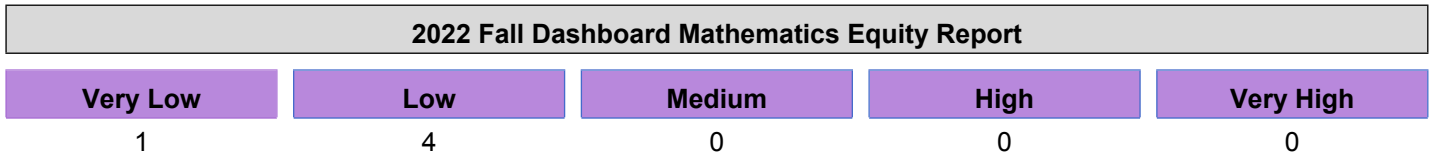
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

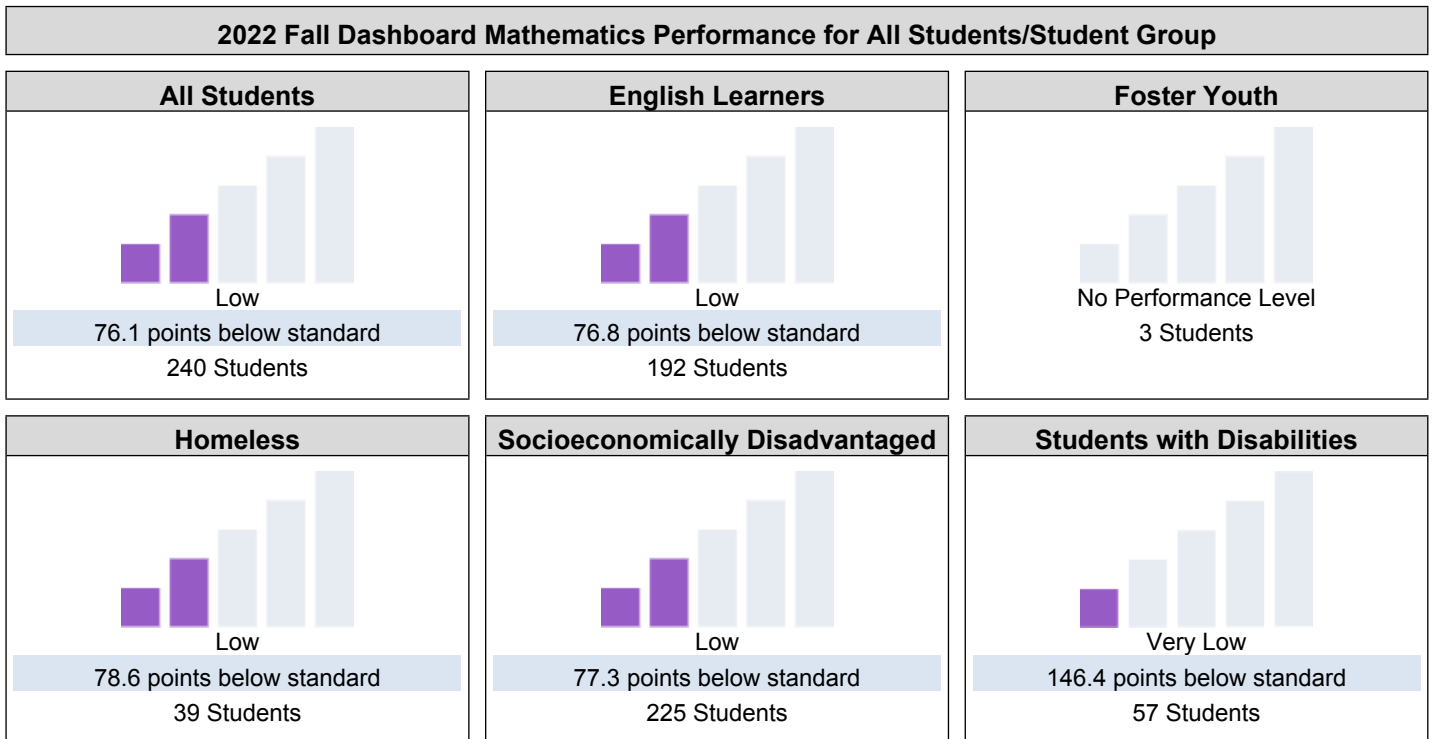
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



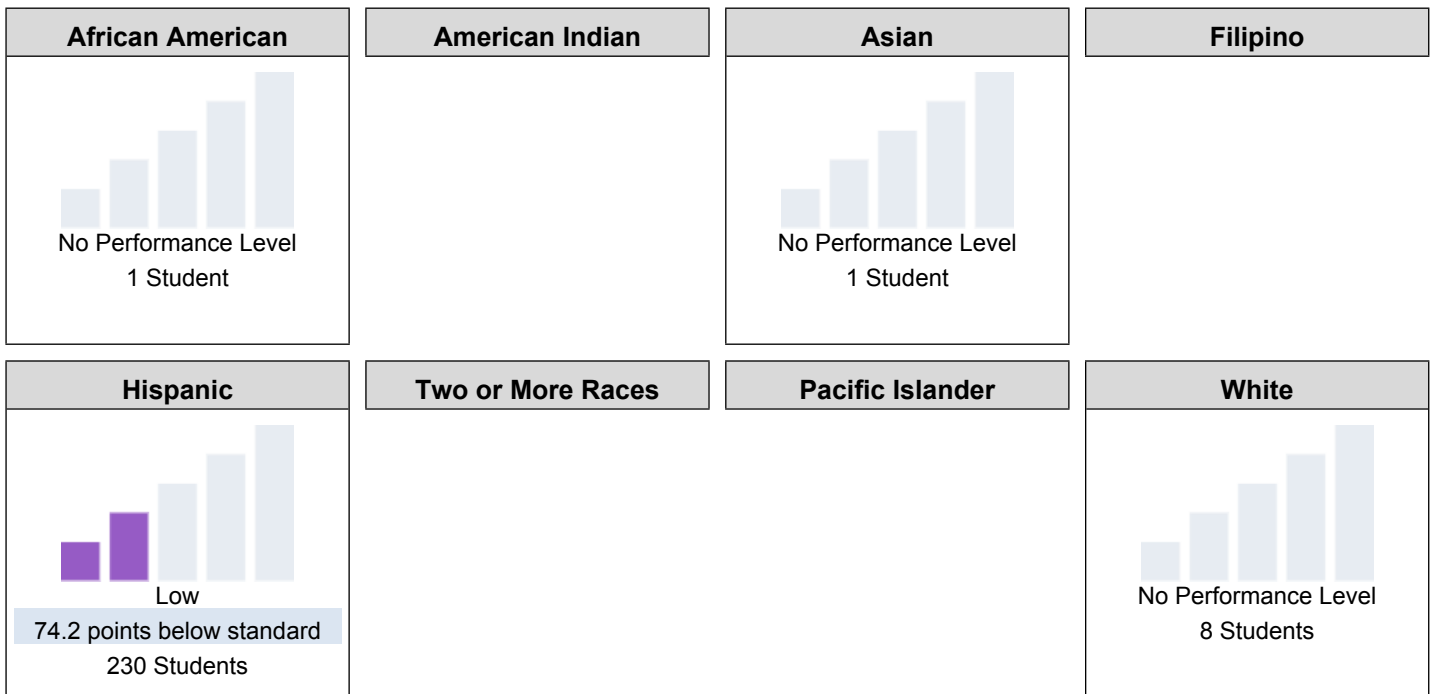
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">79.9 points below standard</p> <p>145 Students</p>	<p style="background-color: #e6f2ff;">67.1 points below standard</p> <p>47 Students</p>	<p style="background-color: #e6f2ff;">78.4 points below standard</p> <p>46 Students</p>

Conclusions based on this data:

Based on the 2022 Fall Dashboard Mathematics Performance for All Students/Student Groups, all students, especially the four student groups represented by English Learners, Homeless, Hispanic and Socioeconomically Disadvantaged Students, were at the Low level. The student group represented by Students with Disabilities was at the “Very Low” level. Rose Avenue Elementary School’s classroom teachers will focus on integrating Mathematical Mindset strategies and Pre-K to 3 Coherence Collaboration (P3CC) throughout the instructional core Mathematics program to build students’ critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after the instructional day. To increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners’ oral and written language skills and academic vocabulary in the area of Mathematics. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students’ prior knowledge and current ability levels to grade-level standard expectations. Rose Avenue Elementary School will concentrate on providing access to the core standards and supports to meet their academic and goals based on their Individualized Education Plans (IEPs). Our Special Education Case Managers will collaborate with their General education colleagues, Special Education counterparts, School Psychologist, and Special Education partners at the District Office in order to provide an enriching educational plan that meets their students’ various needs.

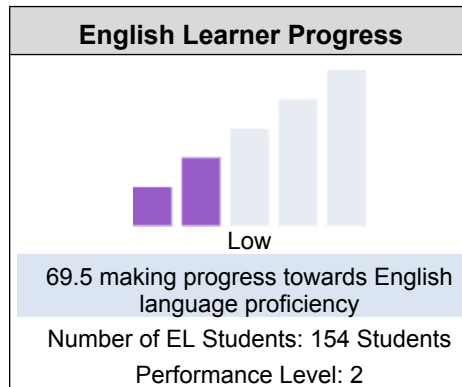
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.1%	23.4%	0.0%	69.5%

Conclusions based on this data:

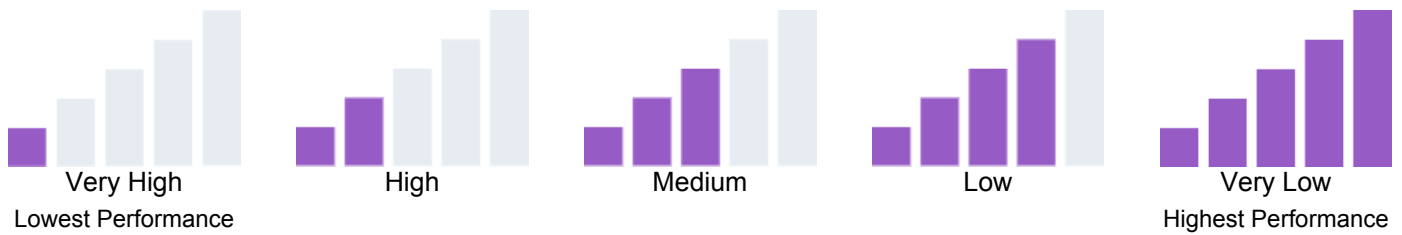
Based on the 2022 Fall Dashboard English Learner Progress Indicator, our student group of English Learners is at the “Low” level of progress. Rose Avenue Elementary school’s classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in grades Transitional Kindergarten through 5th grades will continue to receive daily Designated ELD instruction at their designated proficiency level to enable 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 levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. 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

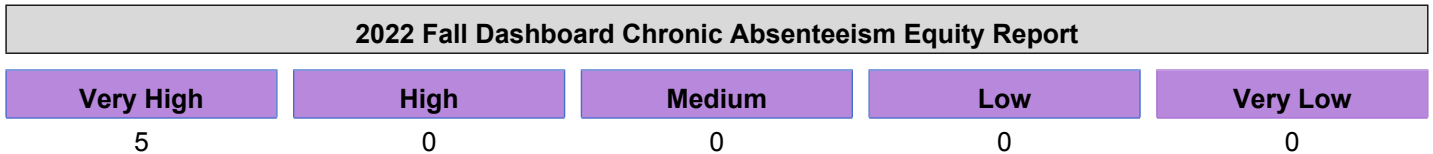
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

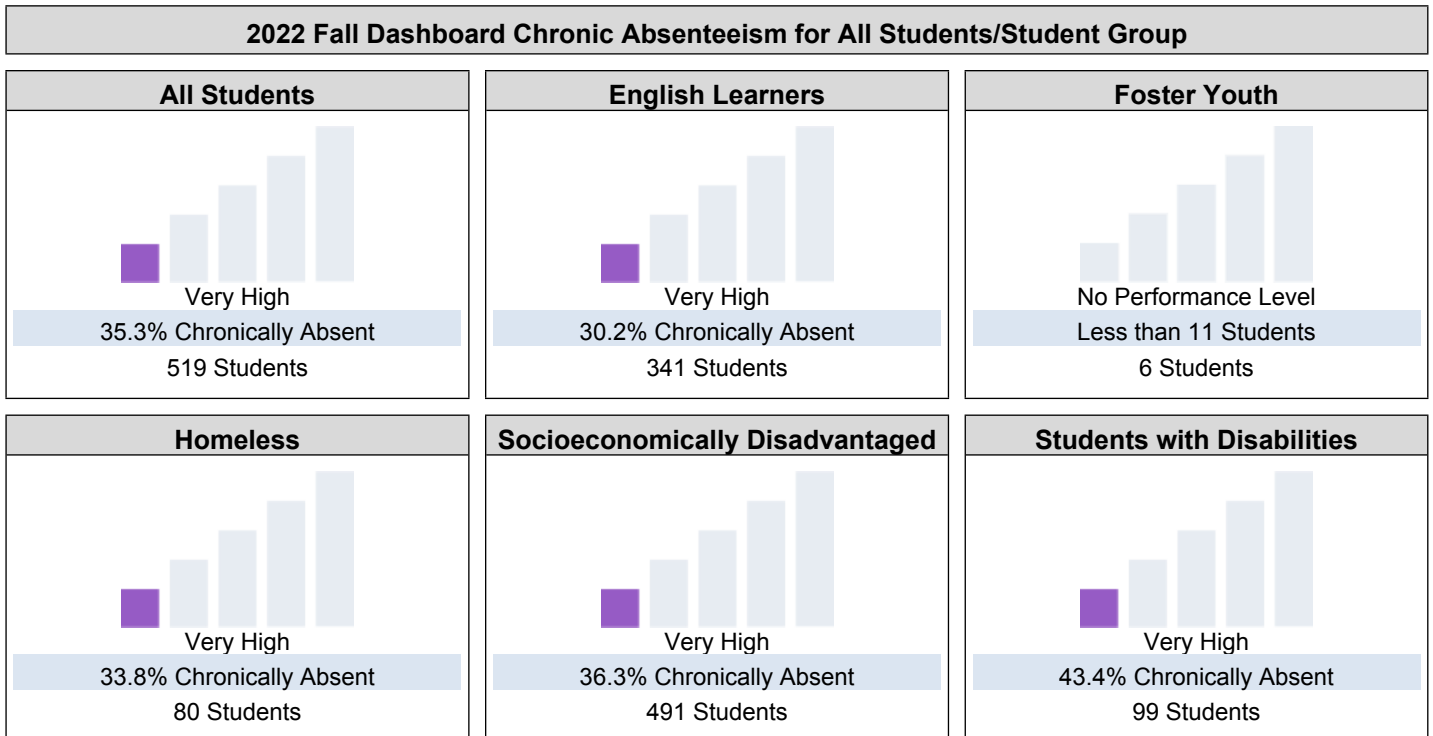
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



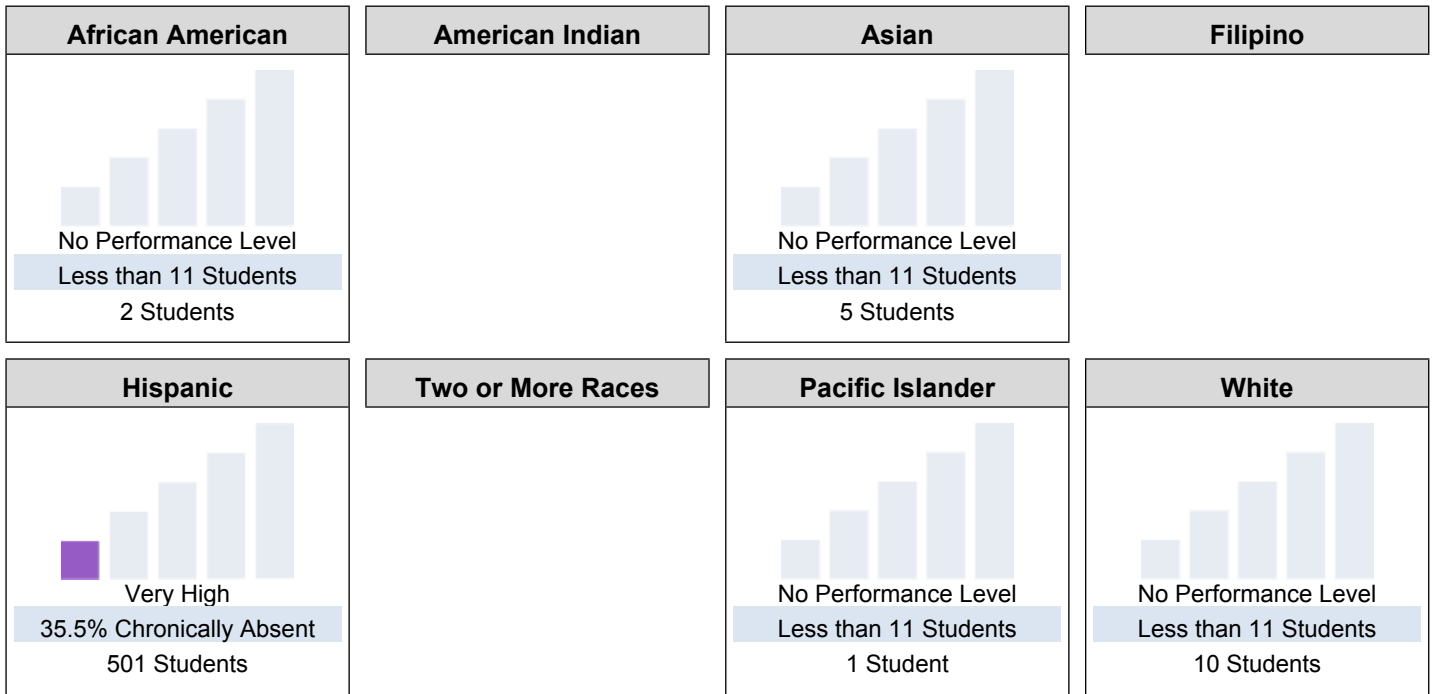
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

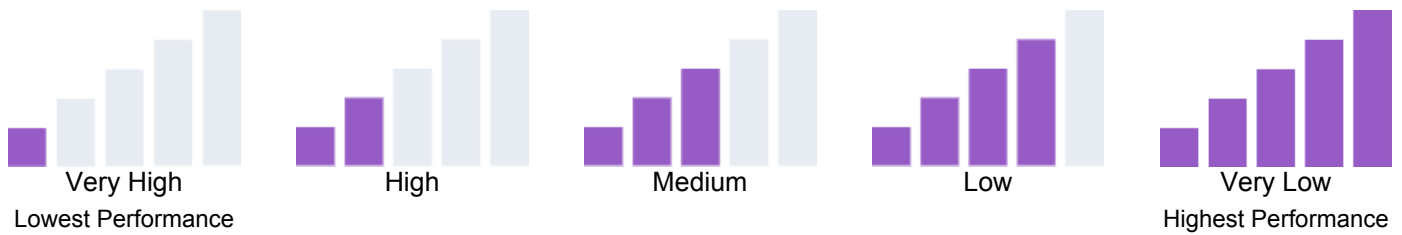
Based on the 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Groups, all students, especially the five student groups represented by English Learners, Homeless, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic were at the “Very High” level. Attendance rates will be monitored and Attendance Meditation Meetings will be held at the site level for those students with excessive tardies and/or absences. The Attendance Mediation Team will consist of the ORC, Attendance Technician, School Administrator, and Parent/Guardian. Each month, the Attendance Team will provide Attendance Incentives with the use of an "Attendance Punch Card" to increase students' daily attendance and decrease the rate of chronic absenteeism. School staff will provide support to families and will recommend and/or refer parents to Ventura County based social services, counseling, or other community-based services programs with the intention of offering families support to address barriers which negatively impact student attendance

School and Student Performance Data

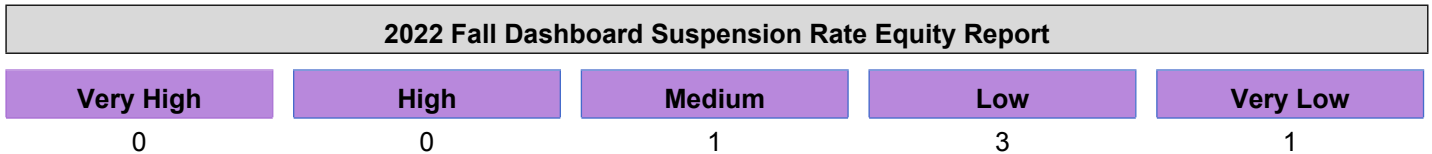
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

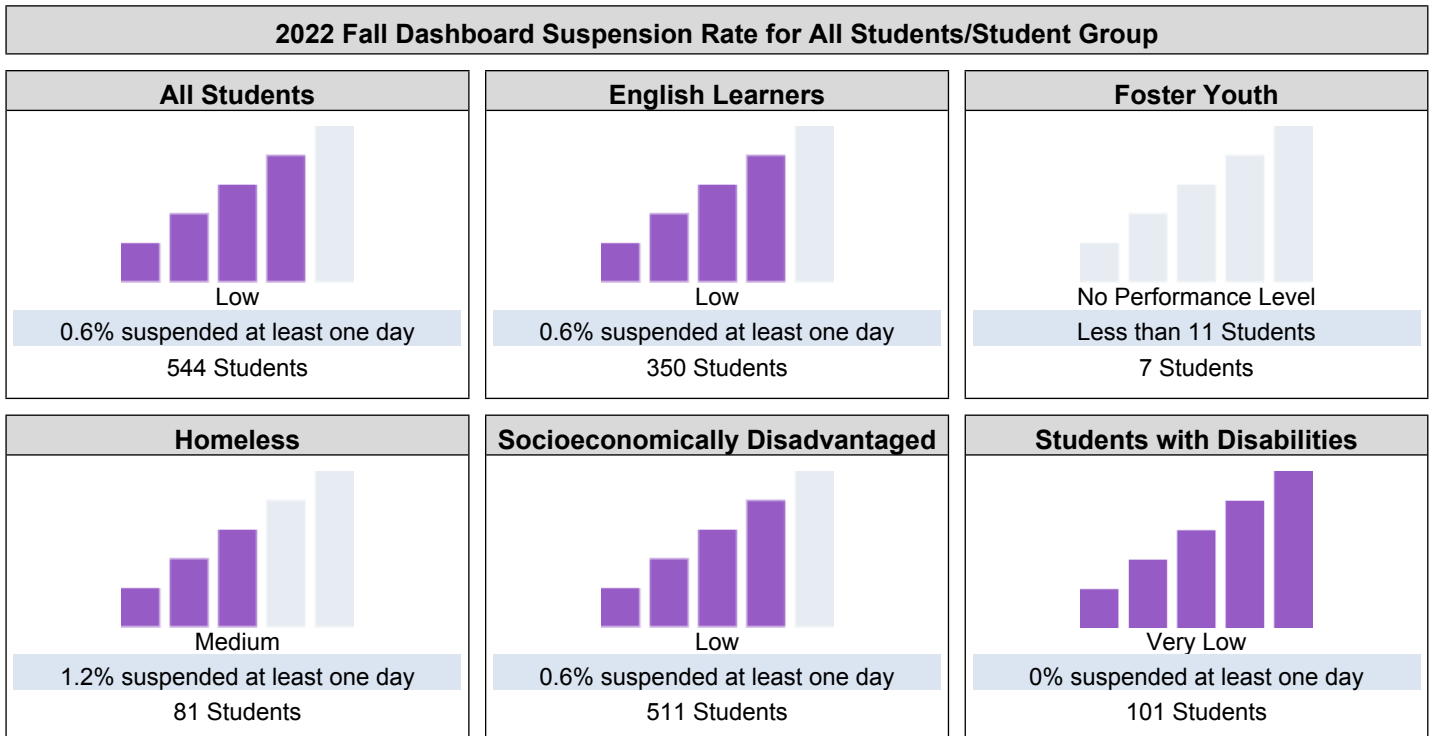
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



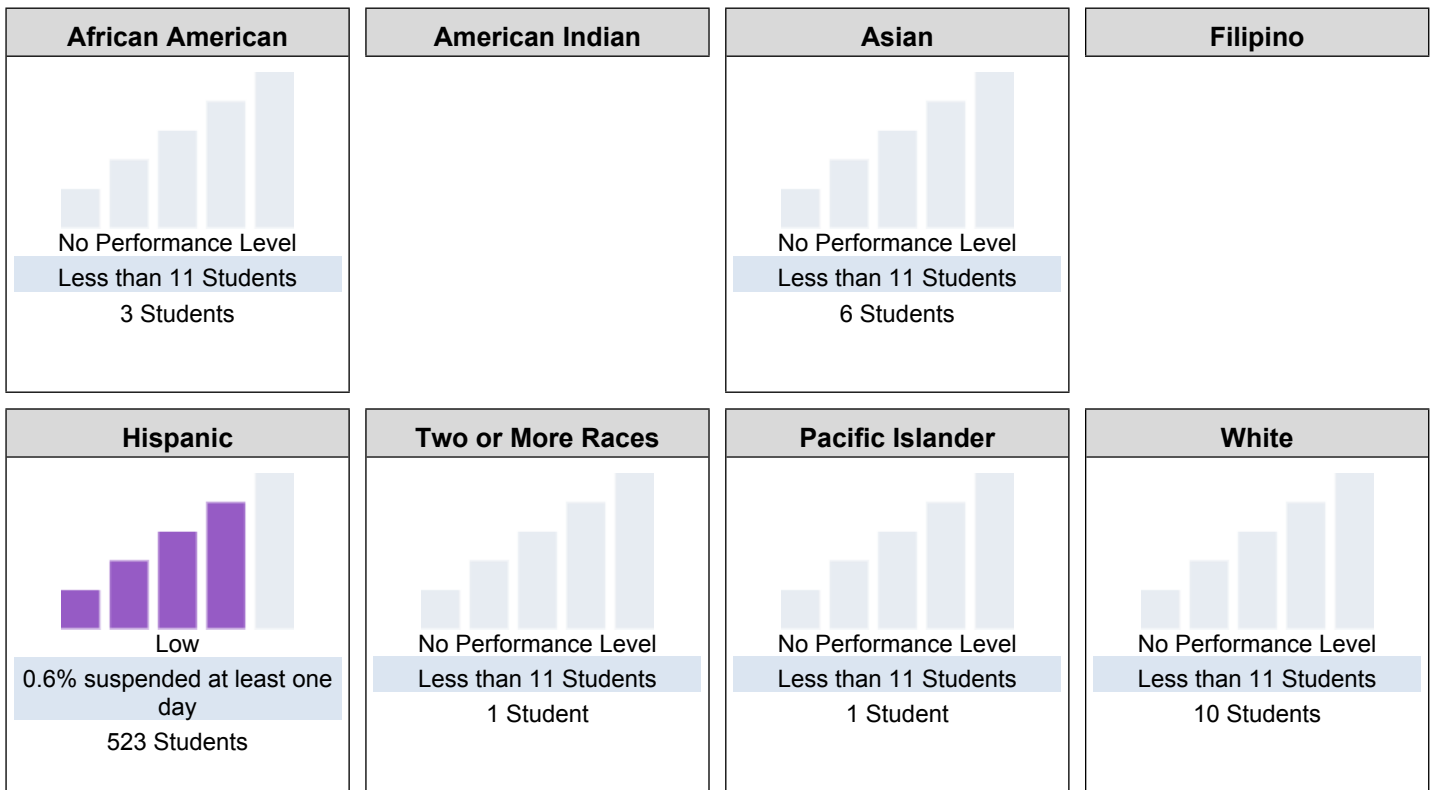
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

Based on the 2022 Fall Dashboard Suspension Rate for All Students/Student Group, all students, especially the three student groups represented by English Learners, Hispanic, and Socioeconomically Disadvantaged, were at the “Low” level. The student group of Students with Disabilities was at the “Very Low” level of suspensions. In order to maintain a “Low” level of suspension rates, School Administrators will continue to implement progressive discipline with the use of Restorative Justice practices, Social Emotional Supports, Referrals to the School Counselor as needed, and support positive behavior with our site’s PBIS efforts. Our school will continue to be dedicated to establishing and reinforcing positive relationships with our students in order to maintain a positive learning environment.

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 standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy: Kindergarten & 1st grade STAR 360 Reading: 2nd -5th grades	The percentage of students who scored At or Above Benchmark on the Spring 2023 STAR 360: <ul style="list-style-type: none"> • Kindergarten-61% • 1st grade- 41% • 2nd grade- 21% • 3rd grade- 17% • 4th grade- 29% • 5th grade- 24% 	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. The percentage of students who will score At or Above benchmark will increase to: <ul style="list-style-type: none"> • Kindergarten- 78% • 1st grade-75% • 2nd grade- 41% • 3rd grade- 37% • 4th grade- 35% • 5th grade- 44%
CAASPP ELA	The percentage of students who Met or Exceeded the standard on the CAASPP ELA	Students will demonstrate growth by moving one or two levels across the different

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>at the end of the 2022-2023 school year:</p> <ul style="list-style-type: none"> • 3rd grade- 25% • 4th grade- 26% • 5th grade- 26% 	<p>bands on the SBAC for ELA. The percentage of students who will score at Met or Exceeded will increase to:</p> <ul style="list-style-type: none"> • 3rd grade- 40% • 4th grade- 41% • 5th grade- 41%
CAASPP Math	<p>The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 2022-2023 school year:</p> <ul style="list-style-type: none"> • 3rd grade- 20% • 4th grade- 28% • 5th grade- 14% 	<p>Students will demonstrate growth by moving one or two levels across the different bands on the SBAC for Math. The percentage of students who will score a Met or Exceeded will increase to:</p> <ul style="list-style-type: none"> • 3rd grade- 35% • 4th grade- 43% • 5th grade- 40%
STAR 360 Math: 1st - 5th grades	<p>The percentage of students who scored At or Above Benchmark on the Spring 2023 STAR 360:</p> <ul style="list-style-type: none"> • 1st grade- 31% • 2nd grade- 27% • 3rd grade- 29% • 4th grade- 33% • 5th grade- 19% 	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. The percentage of students who will score At or Above benchmark will increase to:</p> <ul style="list-style-type: none"> • 1st grade- 45% • 2nd grade- 41% • 3rd grade- 40% • 4th grade- 45% • 5th grade- 45%
Accelerated Reader Quizzes: 2nd-5th grades	<p>The percentage of students who Met Benchmark (85% and above) in Spring 2023:</p>	<p>The percentage of students attaining grade benchmark level of 85% and above on the Accelerated Reader quizzes by</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 2nd grade-19% • 3rd grade- 15% • 4th grade- 21% • 5th grade- 42% 	<p>the Spring of the 20223-2024 school year will increase at least by 15%.</p> <ul style="list-style-type: none"> • 2nd grade- 44% • 3rd grade- 30% • 4th grade- 36% • 5th grade- 57%
ELPAC	28% (45/162) English Learners in 3rd-5th grades were reclassified during the 2022-2023 school year.	<p>All English Learners will demonstrate growth by moving at least one or two proficiency levels on the ELPAC.</p> <p>The percentage of 3rd-5th Grade English Learners who will meet the reclassification criteria will increase at least by 15%. This will result in 43% of English Learners in 3rd-5th grades to be reclassified during the 2023-2024 school year.</p>

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

Implementation of the MTSS model using the SST processes to monitor student achievement, plan for first instruction strategies, and identify students who are in need of targeted intervention. Student Monitoring Conferences will also occur at the end of each trimester between the principal and each subbed-out teacher. A floating substitute will be provided for one instructional day 3-5 times a year. Data will be analyzed to monitor student progress and to determine interventions as needed. These interventions will include concepts and strategies from the Summer 2023 Professional Development (Literacy, Math, and Science), Site SIP Days (Beginning of the Year and Fall), and Leadership team activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings, IEP Meetings, and Student Monitoring Conferences
511	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings, IEP Meetings, and Student Monitoring Conferences

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.

English Learners and Migrant

Strategy/Activity

Under guidance of the EL Master plan and State Mandates: All TK-5th teachers will team by grade levels/proficiency levels for designated ELD for the mandated number of minutes and provide integrated ELD in all other content areas using effective strategies. Teachers will also be able to host after school tutoring for targeted intervention for English Learners, Newcomers, and Long-Term English Learners (LTELs) in order to increase the number of students who meet the criteria for reclassification and reduce the number of LTELs. In order to provide effective ELD strategies, teachers will be able to attend Professional Development opportunities to enhance their instruction. Teachers will also be able to consult with our English Learner TOSAs for lesson planning and best ELD Practices. School Administrator, Teachers and ELAC Members/Parents will also be given the opportunity to attend CAFE conferences to support their English Learners. The school site will provide supplemental materials such as books other than textbooks and replenish computer supplies for ELPAC testing such as loaner iPads and headphones.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers (Tutoring)
685	Title III

	3000-3999: Employee Benefits Certificated Benefits
10,000	Title III 5800: Professional/Consulting Services And Operating Expenditures Professional Development (ELPAC, CABE, ELD)
	District Funded 1000-1999: Certificated Personnel Salaries EL TOSAs
3,513	Title III 4000-4999: Books And Supplies Materials, Supplies, Books Other Than Textbooks
2,000	Title III 4000-4999: Books And Supplies Computer Supplies and Software
500	Title III 5700-5799: Transfers Of Direct Costs Publications/Graphics Department
500	Title III 5000-5999: Services And Other Operating Expenditures CABE and VC CABE Memberships

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

School will provide staff with materials and supplies to support teacher collaboration, first instruction practices, professional development, and full-implementation of district-wide curriculum for both our Structured English Immersion (SEI) and Special Education Programs (Mild to Moderate, Resource and Speech Services). These funds will also be used to enhance classroom instruction and technology, provide appropriate interventions and enrichment opportunities, organize activities based on our strands (Science and Wellness), and reward students with both academic and social emotional incentives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

30,614	LCFF 4000-4999: Books And Supplies Materials, Supplies, Student Incentives
5,000	LCFF 5700-5799: Transfers Of Direct Costs Warehouse Charges
1,500	LCFF 5700-5799: Transfers Of Direct Costs Publications/Graphics Department
1,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps

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

In order to provide additional interventions, our school will hire two certificated Intervention Services Providers (ISPs) to facilitate targeted intervention groups to support students' progress in the academic areas of ELA and Math. We will also utilize our Literacy Intervention Teacher to support and instruct targeted intervention groups for ELA.

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)
23,813	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP
5,436	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Benefits
23,813	Title I 1000-1999: Certificated Personnel Salaries ISP
5,436	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits
	District Funded 1000-1999: Certificated Personnel Salaries

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

The After School Program will be offered to all students in order to provide academic support, enrichment opportunities, and hands-on activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES

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

Continue with implementation of CAASPP Interim Assessment Blocks (IABs), curriculum based assessments, and other formative assessments in order to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year. Continue with district-wide participation in summative assessments, including CAASPP and ELPAC (for English Learners).

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)

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.

All students

Strategy/Activity

In order to provide enrichment based on our school strand of Science and Wellness, we will hire a Limited Term Instructional Assistant who will support classroom teachers on Science lessons and experiments.

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)
6,500	Title I 2000-2999: Classified Personnel Salaries Limited Term Instructional Assistant
1,500	Title I 3000-3999: Employee Benefits Limited Term Instructional Assistant

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

All students in Kindergarten & 1st Grade will take STAR 360 Early Literacy Tests, while all students in 2nd-5th grade will take the STAR 360 Reading Tests to monitor and assess student progress during the five progress monitoring windows. All students in 1st-5th grade will take the STAR 360 Math test to monitor and assess student progress during the five progress monitoring windows.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	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.

All students

Strategy/Activity

The Library/Media technician will maintain and manage the site library, provide support to teachers and students, purchase books to replenish the library, and oversee the site's Accelerated Reading (AR) incentive program. Each Trimester, students who obtain their AR goal will be able to attend an AR Incentive celebration. The technician will also be able to provide extension activities such as Book Clubs and Literature Circles.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library/Media Tech Salary
	Materials/Supplies/Incentives: Goal 1, Strategy 3
2,330	LCFF 4000-4999: Books And Supplies Library Books/Books Other than Textbooks
500	Title I 2000-2999: Classified Personnel Salaries Library/Media Tech: Extra help
250	Title I 3000-3999: Employee Benefits Library/Media Tech: Extra help

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

Continue implementing the Accelerated Reader (AR) program and My-On program school-wide, while also providing students access to books leveled by AR reading levels located in the school library.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Cost of Renaissance Contract

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.

Migrant students

Strategy/Activity

The Oxnard School District, with partnership of VCOE, will provide a Migrant Education Summer School program to provide academic and enrichment support to 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)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Contract for Migrant Services

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.

GATE (2nd-5th Grade Students)

Strategy/Activity

Teachers will continue to provide enrichment opportunities, differentiated lessons, and accelerated instruction to meet the needs of our students that have been identified as GATE students and for other high performing 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)

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

Classroom Teachers will provide after school tutoring for intensive intervention in the areas of ELA and Math for all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

LCFF
1000-1999: Certificated Personnel Salaries
Teachers: Extra Help/Tutoring

1,250

LCFF
3000-3999: Employee Benefits
Certificated Benefits

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

Support registration fees, assemblies, entrance fees and transportation for field trips that are aligned to Common Core State Standards and/or School Strand Focus (Science/Wellness).

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)

4,377

Title I

	5000-5999: Services And Other Operating Expenditures Field Trip Transportation
1,300	LCFF 5000-5999: Services And Other Operating Expenditures Services, registration, and entrance fees

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

Provide loaner iPads to students when necessary for classroom lessons and district/state testing. (For example, if iPads are damaged or left at home.) Replenish computer supplies and software as needed. (For example, replenish headphones and keyboards.)

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)
2,500	LCFF 4000-4999: Books And Supplies Computer Equipment Over \$500
1,000	LCFF 4000-4999: Books And Supplies Computer Supplies and Software

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.

Special Education

Strategy/Activity

Monitor Special Education students' progress on annual goals in ELA, Math, ELD, Speech/Language, Motor Skills Development, and/or Social-Emotional during IEP Meetings. Work as an IEP Team to determine free and appropriate public education and make evidence-based decisions on students' least restrictive environment. Extracurricular activities will be inclusive of our Special Education students which includes but is not limited to recess breaks, lunch, field trips, assemblies, and mainstreaming if noted in students' IEPs.

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)

[Empty box for Amount(s)]

Floating Certificated Substitutes for Teacher Release to attend IEP Meetings: See Goal 1, Strategy 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.

Special Education Students

Strategy/Activity

Special Education Team members will meet with our Special Education Manager once a month to determine the dates for IEPs, discuss student progress towards IEP goals, and to discuss possible Change of Placements.

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)

[Empty box for Amount(s)]

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

The Leadership Team, PBIS Team, Classroom Teachers and Support Staff will be able to attend professional development opportunities and conferences for professional growth (GATE, PBIS, Science/Wellness, CUE, etc.). Teachers will also be able to attend professional development opportunities hosted by our District's Math Manager, TOSAs (Ed Tech, Literacy, TK/K, ELD), Science Instructional Specialist, and History/Social Science Specialist. Rose Avenue will also have a site-based Literacy TOSA that will support teachers with high quality, rigorous literacy instruction to meet the needs of our 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)
5,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Travel and Conference
	District Funded 1000-1999: Certificated Personnel Salaries Site-Based Literacy TOSA
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager and TOSAs

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

With support from our Technology Services Technician (TST), students and families will continue with implementation of our Learning Management System, Canvas, and with district-wide applications (Lexia/Core 5, ST Math, and myON). The TST will also support staff, students, and families with troubleshooting 1:1 devices and with other technological 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)
	District Funded 2000-2999: Classified Personnel Salaries Technology Services Technician

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-2023 school year, Rose Avenue Elementary School focused on building rigor across all the grade levels, while scaffolding instruction to strengthen students' skills to achieve proficiency on grade level standards in both our Structured English Immersion (SEI) Program and Mild to Moderate Special Education (SPED) Program. Teachers were able to collaborate frequently during PLCs to review data and make informed decisions on how to meet the needs of their students. Teachers were also given the opportunities to attend professional development opportunities to enhance classroom practices and Tier 1 classroom interventions.

Within a Professional Learning Community (PLC), grade level teams and the Special Education department collaborated on a regular basis to analyze data from both formative (STAR 360 Early Literacy/Reading/Math) and summative (ELPAC) assessments to monitor student achievement and identify learning targets to modify instruction. This data analysis enabled teachers to identify students who need specific targeted interventions and referrals to the Student Success Team (SST).

Overall, the culmination of strategies supported Goal 1 as we saw an increase of systematic structures within the classrooms, inclusion of appropriate Tier 1 and Tier 2 interventions, and a majority of our grade levels achieved academic gains on the 2021-2022 CAASPP. For ELA CAASPP, our fourth graders demonstrated an 8% gain and our fifth graders demonstrated a 7% gain. For Math CAASPP, our 3rd and 4th grade students both achieved a 10% gain.

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

Funds were allocated for two Intervention Service Providers but our site was only able to hire one Intervention Service Provider in March 2023. We will continue with this action item so they can support students with Tier 2 interventions in the core areas of English Language Arts and Math. Funds were also allocated for after school tutoring and family workshops, but our site had a low participation rate from classroom teachers.

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 2022-2023 SPSA, academic achievement results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); implementation of intervention via small groups at each grade level for English Language Arts and Math; an increased number of formative assessments to monitor student progress; professional development opportunities to support academic and social-emotional learning; and enrichment activities to promote a stimulating learning environment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama: Teacher Perception of Student Survey (Kinder-2nd Grade)	Spring 2023 Panorama Data: Kinder-2nd Grade Emotion Regulation: 77% Self-Management: 47% Social Awareness: 65%	Increase positive Panorama survey results by 10% across Kinder-2nd Grade: Emotion Regulation: 90% Self-Management: 60% Social Awareness: 75%
Panorama Survey: 3rd-5th Grade Students	Spring 2023 Panorama Data: 3rd-5th Grade Emotion Regulation: 51% Growth Mindset: 58% Self-Management: 66% Engagement: 60% Sense of Belonging: 64% Social Awareness: 66% Teacher-Student Relationships: 79%	Increase positive Panorama survey results by 10% across 3rd-5th Grades: Emotion Regulation: 65% Growth Mindset: 70% Self-Management: 75% Engagement: 70% Sense of Belonging: 75% Social Awareness: 75% Teacher-Student Relationships: 85%
Suspension Rate	For the 2022-2023 school year, there was a total of 1 (-0.01%) off-campus suspensions.	Maintain a very low off-campus suspension rate and continue to reduce suspension rates.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Discipline Referrals	Based on Office Referral Data for the 2022-2023 school year, there were 393 office referrals.	Office Referrals will be reduced by 25% during the 2023-2024 school year.
Attendance Rate	<p>The average school wide yearly attendance was 93% for the 2022-2023 school year.</p> <p>The Chronic Absence percentage was 7% for the 2021-2022 school year.</p>	<p>Increase the annual attendance rate by 6%.</p> <p>Reduce the 2023-2024 Chronic Absence rate by 6%.</p>

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

Continue with implementation of the PBIS/CHAMPS/STOIC model both in the classroom and throughout the school campus. The PBIS Team will meet monthly to identify next steps and needed resources for school-wide CHAMPS implementation (safety and recess equipment use), "Re-CHAMP" the playground due to ongoing construction, monitor progress towards decreasing the overall number of office discipline referrals and suspensions, and 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)

[Empty box for Amount(s)]

Materials and Supplies: See Goal 1, Strategy 3

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

School Counselor will facilitate school enrichment activities and clubs to engage students in mindful, learning strategies and SEL activities. The School Counselor will also organize monthly "Wellness Wednesdays" where students and staff can participate in Wellness Centers and Calming Techniques. These Wellness Centers will also be provided during State Testing and other events where these resources are needed to decrease stress or anxiety throughout the year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor Salary

Materials and Supplies: See Goal 1, Strategy 3

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

Our School Counselor and Outreach Coordinator will provide PBIS/CHAMPs incentives to support positive student behavior and encourage all staff members to send families PAW-sitive Puma Postcards to recognize students who demonstrate positive behavior on campus. All students will be rewarded with positive behavior reinforcements via Puma/CHAMPs bucks that can be utilized at our CHAMPs store twice a month. The Counselor and ORC will also oversee the CHAMPs Activity Room, where students use calming, alternative activities/supports when experiencing a difficult time in the classroom or during recess.

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)

Materials and Supplies: See Goal 1, Strategy 3

District Funded
1000-1999: Certificated Personnel Salaries
Counselor Salary

District Funded
2000-2999: Classified Personnel Salaries
ORC Salary

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

Attendance rates will be monitored and Attendance Meditation Meetings will be held at the site level for those students with excessive tardies and/or absences. The Attendance Mediation Team will consist of the ORC, Attendance Technician, School Administrator, and Parent/Guardian. Each month, the Attendance Team will provide Attendance Incentives with the use of an "Attendance Punch Card" to promote an increase students' daily attendance and decrease the rate of chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator and Attendance
Technician's Salaries

Materials and Supplies: See Goal 1, 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

Office staff will effectively maintain daily school operations to respond to students safety/health needs, assist in documenting/filing incident reports, and supporting school families before, during, and after school hours as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 2000-2999: Classified Personnel Salaries Clerical Extra Help: Family/Parent Support
5,500	LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime: Family/Parent Support
2,160	LCFF 3000-3999: Employee Benefits Clerical: Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Continue implementing the MTSS model using the SST process to monitor student attendance, counseling services, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral/attendance 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)
	Floating Certificated Substitutes for Teacher Release to attend SST Meetings: See Goal 1, Strategy 1
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary

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

Campus Supervisors will provide student supervision before school, during lunch and recess breaks, at school dismissal, and during school events that are after school or working hours. Campus Supervisors will also receive ongoing training by our School Administrator, School Counselor, and PBIS Committee Members to support our CHAMPS protocols, routines, and procedures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

LCFF
2000-2999: Classified Personnel Salaries
Extra Help from Campus Supervisors

1,800

LCFF
3000-3999: Employee Benefits
Classified Benefits for Campus Supervisors
(Extra Help)

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

Ensure confidentiality of documents containing 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)

2,800

LCFF
5000-5999: Services And Other Operating
Expenditures
Maintenance Agreement for Shredding
Services:

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

The Outreach Consultant will work with students, families, and school staff in order to provide student services, resources, referrals to outside agencies, and technology support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator Salary

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

Establish and implement our Comprehensive School Safety Plan where all staff and students participate in:

- Monthly fire drills
- Monthly Priority 1 & 2 Lockdown drills
- Quarterly earthquake drills
- Annual evacuation drill
- Professional development for first aid and safety for all staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Based off Panorama data and classroom needs, the School Counselor will provide social-emotional support for students and teachers with social-emotional classroom lessons. Our Counselor will also provide support for students and parents through individual/group counseling, facilitating social skill groups, and outside referrals to agencies for additional services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor 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.

All students

Strategy/Activity

Continue to provide school-based assemblies for: Drug, Tobacco, and Alcohol Prevention Education (Red Ribbon Week); Kindness Week; Academic and Positive Behavior Recognition/Awards; Student Enrichment; Anti-Bullying; and PBIS

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)

Materials and Supplies: See Goal 1, Strategy 3

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

Certificated and classified staff will receive ongoing training on CHAMPS, Restorative Justice practices, and NCPI. Further review, discussion, and implementation of CHAMPS will be conducted by the 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)

Travel and Conference: See Goal 1, Strategy 18

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

Students and Staff will participate in monthly school spirit weeks and national awareness activities (ex: Unity Day, Anti-Bullying Awareness, Autism Awareness, Red Ribbon Week, Breast Cancer Awareness, Mental Health Awareness, Great Kindness Challenge, Epilepsy Awareness, 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)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The safety committee will meet on a regular basis (each trimester or as needed) to review the School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness. The committee will also monitor entrance/exit procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

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)

[Empty box for Amount(s)]

No additional cost

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

Ensure administrative site coverage when the School Principal is absent or off-site.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,500

LCFF
1000-1999: Certificated Personnel Salaries
Administrative Support/Extra Help

650

LCFF
3000-3999: Employee Benefits
Administrative Coverage: Benefits

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.

Foster and Homeless Youth

Strategy/Activity

School Principal, School Counselor, and ORC will engage in 1:1 check-ins with our Foster and Homeless youth to provide academic and/or social-emotional support. The support staff will also maintain constant communication with their parents, guardians, and outside agencies in order to ensure access to a positive and effective educational 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)

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

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooter, Threat Assessment, Bullying, Suicide Prevention, and Drug/Alcohol Policies.

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)

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

The Panorama Survey will be administered 3 times a year (Fall, Winter and Spring) to students in order to obtain data about our school climate and our students' social emotional 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)

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; SPED

Strategy/Activity

Ensure a successful transition from elementary school to middle school by coordinating with district Middle School sites to conduct elementary school visits to promote student interest in site programs. The SPED case managers will organize Middle School Transition IEP Meetings to ensure the continuation of SPED services.

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)

Floating Certificated Substitutes for Teacher Release to attend IEP Meetings: See Goal 1, Strategy 1

Annual Review

SPSA Year Reviewed: 2022-23

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 Elementary School continues to take pride in our Platinum Award recognition from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our school community. During the 2022-2023 school year, the Puma Staff remained dedicated to enhancing students' school connections, maintaining an inclusive environment, and continuing with safety protocols. The School Principal, Outreach Coordinator, and Attendance Technician met regularly to monitor student attendance, identify students at-risk regarding chronic absenteeism, and implement support when necessary. The School Principal, Support Staff, and Student Council Representatives planned for monthly Spirit Weeks, CHAMPS Assemblies each trimester, and Friday Morning Messages in order to enhance school connectedness and school safety. To provide a safe and engaging environment, our PBIS Team also met on a regular basis to restructure the playground during construction, revise CHAMPS protocols, and review Office

Discipline Referral data. The PBIS Team monitored this data every other month to provide recommendations to school staff and to identify needed supports in the recreational areas. Based on PBIS recommendations and student interests, the school site was able to use funds to purchase recreational items due to our site's limited playground area for ongoing construction.

As we strived to meet our students' social, emotional, and behavioral needs, students were identified through the SST process to receive social-emotional services. Our School Counselor utilized the SST referrals and monitored Social-Emotional Data via the Panorama Survey to provide 1:1 and/or group counseling, facilitate social skill groups, and refer students to outside counseling services when needed. Our district's progressive discipline matrix, CHAMPS model, and Restorative Justice practices assisted teachers and the School Administrators with clear guidelines for responding to student behavior.

Overall, the culmination of strategies supported Goal 2 as we observed positive connections between our Puma community, an increase of PBIS structures both within and outside our classrooms, and an inclusion of social emotional strategies in a majority of our classroom settings. Our School Administrators and Support Staff were also able to form positive relationships as we counseled students, provided social emotional check-ins, and taught social skills.

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

Funds were allocated for Campus Supervisors to attend professional development for a CHAMPS refresher, but not all campus supervisors were able to attend due to their limited availability..

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 2022-2023 SPSA, Panorama Survey results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); classroom lessons by our School Counselor on Emotion Regulation, Growth Mindset, Self-Management, Sense of Belonging and Social Awareness; School Connection activities to enhance student, staff, and family engagement; PBIS Team will develop learning experiences that reinforce our schoolwide CHAMPS expectations both in the classroom and outside the classroom.

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 Participation at school meetings and workshops (Examples: Title 1, Coffee with The Principal, Parent/Family Nights, PTA, SSC)	For the 2022-2023 School year, Parent Attendance ranged from 10-15 parents per meeting and/or workshop.	Parent attendance at school meetings and workshops will increase by 40% during the 2023-2024 school year as measured by attendance sign-in sheets.
Parent Participation in ELAC meetings	For the 2022-2023 School year, Parent attendance at ELAC meetings ranged from 8-12 parents per meeting.	Parent attendance at ELAC meetings will increase by 40% during the 2023-2024 school year as measured by ELAC attendance sign-in sheets.
Panorama: Parent Survey	For the 2022-2023 Spring Window, our site had 131 parent responses. School Climate: 82% Family Efficacy: 80% Barriers to Engage: 72% Family-School Communication: 70% Family Engagement: 12%	Parent Responses will increase by 100 responses during the 2023-2024 school year as measured by the Panorama survey. Our goal is to increase the Panorama Survey Results by 15% in the areas of: School Climate: 97%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Family Efficacy: 95% Barriers to Engage: 87% Family-School Communication: 85% Our goal is to increase the Panorama Survey Results by 50% in the area of: Family Engagement: 62%

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

Continue to conduct Title 1 meetings to inform families of opportunities and supports supported by Title I funds.

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)

No additional 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

With support from our school's Outreach Coordinator, parents will be welcomed to attend our site's monthly parent meetings (ELAC and SSC). Parents will also be encouraged to attend PTA and "Coffee with the Principal" meetings on a bimonthly basis.

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)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator 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

Families will receive communication regarding our school's safety, procedures, events, and activities through ParentSquare, Peachjar, school website, marquee and social media accounts.

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)

[Empty box for Amount(s)]

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

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen school-home partnerships and involve parents in revision of these documents.

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)

[Empty box for Amount(s)]

[Empty box for 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

Parent/Teacher conferences and Student Meetings (IEPs, SSTs, 504s) will be conducted to inform families of student progress throughout the school year and at report card periods. Language interpretation/translation will be readily available for parents. Parents will be expected to participate in these meetings either in person or via Zoom.

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)
1,500	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help
1,500	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Overtime
1,000	Title III 3000-3999: Employee Benefits Classified Benefits
	District Funded 2000-2999: Classified Personnel Salaries Mixteco Support Staff

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

Continue providing essential programs and support services (parent trainings/workshops) to school families by our School Principal, Counselor, Outreach Coordinator, Support Staff, and Classroom Teachers. The Outreach Coordinator and School Counselor will also continue to provide support

for parents in areas of attendance, social skills, Canvas, and district instructional applications (Lexia/Core 5, ST Math, myOn).

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)
1,500	Title I 2000-2999: Classified Personnel Salaries Outreach Coordinator: Extra Help & Overtime
1,000	Title I 1000-1999: Certificated Personnel Salaries Counselor: Extra Hours/Overtime
500	LCFF 1000-1999: Certificated Personnel Salaries Counselor: Extra Hours/Overtime
574	Title I 3000-3999: Employee Benefits Outreach Coordinator Benefits
229	Title I 1000-1999: Certificated Personnel Salaries Counselor's Benefits
100	LCFF 3000-3999: Employee Benefits Counselor's Benefits
500	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants: Extra Help
100	LCFF 3000-3999: Employee Benefits Instructional Assistants' Benefits
	LCFF 1000-1999: Certificated Personnel Salaries Teachers' Extra Help: See Goal 1, Strategy 16

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.

Migrant, Homeless, Foster

Strategy/Activity

The ORC will regularly check in with Migrant, Homeless, and Foster Families in order to provide resources, complete referrals to outside agencies, and to ensure their basic needs are met.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator Salary

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

The school will host Back to School Night, Parent Orientations, Open House, as well as parent events focused on Literacy/ELA, Math, ELD, and/or Strand Focus (Science and Wellness), to increase parent 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)

Teachers' Extra Help: See Goal 1, Strategy 13;
ORC and Counselor Extra Hours: See Goal 3,
Strategy 6

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

Inform parents at ELAC meetings of the needed growth in ELD as measured by ELPAC assessments, the EL Master Plan, and Reclassification. The school will also host a Reclassification Celebration for all students and families for those that reclassify during the 2023-2024 school year.

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)
750	Title III 2000-2999: Classified Personnel Salaries Babysitting (Campus Supervisors)
324	Title III 3000-3999: Employee Benefits Babysitting (Campus Supervisors)

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

Encourage and provide support to parents to complete Oxnard School District's school volunteer clearance process, so parents can participate in their children's education in order to support their academic and social-emotional growth.

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)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

African-American

Strategy/Activity

In collaboration with the Manager of Equity, Family, and Community Engagement, Rose Avenue School Families will be encouraged to attend the district's African American Parent Advocacy Group.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Manager of Equity, Family, and Community

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.

TK-Kindergarten students

Strategy/Activity

Provide a parent event for incoming TK-Kindergarten students to familiarize them with school and classroom expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Teacher Extra Hours: See Goal 1, Strategy 16

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

After School Program Parent Nights will be offered to provide parents with nutrition education, high school requirements, and other engaging activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES

No additional cost

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

Parents and families will be invited to attend assemblies where students will be rewarded for their academics and positive behavior during our Trimester Awards' Ceremonies.

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)

No additional cost

Annual Review

SPSA Year Reviewed: 2022-23

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.

Parents and families play an integral role in their child's academic success. Our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA) offer and encourage parents to become active participants in their children's education. The School Principal, Outreach Coordinator, and School Counselor hosted Parent/Family Education Nights based on Report Cards/Grading, Attendance, Growth Mindset, and other relevant topics based on parents' needs. Teachers and School Families met for Parent-Teacher Conferences (and throughout the year as needed) to discuss student progress towards the grade level standards and to identify needed supports or strategies to be utilized at home. Our site maintained constant communication with school families via Blackboard Mass Messaging, Canvas announcements, flyers via PeachJar, school website, Social Media accounts (Facebook/Twitter/Instagram), and our school marquee.

Overall, the culmination of strategies somewhat supported Goal 3 as we had high attendance rate for parent-teacher conferences but a low attendance rate for parent/family workshops and a low participation rate on our Panorama Survey for families. Our support staff will work on creating an

interest survey in order to increase attendance rate at parent/family trainings and we will also invite parents on campus so we can support them with the online Panorama Survey during the survey's window.

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

Funds were allocated for Parent/Family nights, but we had low attendance rates from our school families. In order to increase parent participation at our Parent/Family nights, we will need to create an interest survey to best support our family/parent needs.

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 2022-2023 SPSA, Rose Avenue School Staff will focus on fostering meaningful and convenient ways to increase parent involvement/family engagement. Our staff will remain dedicated to creating various opportunities to enhance parent and family engagement in order to support students' success in school. The school will continue to provide technological supports and trainings on the district-adopted applications (Lexia/ST Math/ myOn) and on Canvas, our learning management system, so parents can support students at home.

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	\$71,951.00
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	\$182,315.00

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	\$46,679.00
Title III	\$25,272.00

Subtotal of additional federal funds included for this school: \$71,951.00

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 (\$)
LCFF	\$81,115.00
LCFF - Intervention	\$29,249.00

Subtotal of state or local funds included for this school: \$110,364.00

Total of federal, state, and/or local funds for this school: \$182,315.00

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
Title I	46,679	0.00
Title III	25,272	0.00
LCFF	81,115	0.00
LCFF - Intervention	29,249	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	81,115.00
LCFF - Intervention	29,249.00
Title I	46,679.00
Title III	25,272.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	11,511.00
2000-2999: Classified Personnel Salaries	LCFF	11,500.00
3000-3999: Employee Benefits	LCFF	6,060.00
4000-4999: Books And Supplies	LCFF	36,444.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,100.00
5700-5799: Transfers Of Direct Costs	LCFF	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	29,249.00
1000-1999: Certificated Personnel Salaries	Title I	30,478.00

2000-2999: Classified Personnel Salaries	Title I	8,500.00
3000-3999: Employee Benefits	Title I	2,324.00
5000-5999: Services And Other Operating Expenditures	Title I	4,377.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	3,000.00
2000-2999: Classified Personnel Salaries	Title III	3,750.00
3000-3999: Employee Benefits	Title III	2,009.00
4000-4999: Books And Supplies	Title III	5,513.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00
5700-5799: Transfers Of Direct Costs	Title III	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	150,828.00
Goal 2	21,910.00
Goal 3	9,577.00

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
Diana Perez	Principal
Margarita Bernard	Classroom Teacher
Charlotte Hwan	Classroom Teacher
Leticia Vidal	Classroom Teacher
Alejandra Santos	Other School Staff
Adelina Arzola	Parent or Community Member
Azucena Gonzalez	Parent or Community Member
Marisela Hernandez	Parent or Community Member
SanJuana Franco	Parent or Community Member
Maribel Torres	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:


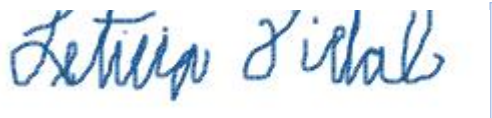
Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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 5/31/2023.

Attested:

	Principal, Diana Perez on 5/31/2023
	SSC Chairperson, Leticia Vidal on 5/31/2023

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.

[Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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 Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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