School Year: **2023-24**

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
Fred H. Rohr Elementary School	37-68023-6037840	September 21st, 2022	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Homeless/Multi-Racial Students

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.

Our Vision at Rohr:

Each day the Rohr community provides a safe and nurturing learning community for each individual child to grow and flourish. All educators model, instruct, and provide rigorous instruction to all students in all content areas.

Our Mission at Rohr:

The Rohr community is committed to creating a challenging and nurturing environment where all students are valued, loved, and respected. Through the cooperative efforts of staff, students evolve into innovative thinkers, socially
responsible citizens, and lifelong learners who positively influence the world around them.

At Rohr, we live by our ROARing expectations of being respectful and kind, owning our choices, always being safe, and being responsible. Living by these expectations has allowed us to provide a positive school culture inside and outside the classroom.

Fred H. Rohr Elementary School fully embraces the Chula Vista Elementary School District's Strategic Goals (Literacy, Equity, Collaboration, Technology, and a Safe Environment) in all it does. As a result, the school community is continuously

collecting and analyzing student work and data, prioritizing needs, setting goals and making collaborative decisions. Professional development and the priorities addressed in the school plan were determined by school staff as well as our School Site Council, ELAC, and assessment results of student achievement.

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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.

Surveys

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

This past year due to the COVID Pandemic, Hanover Survey data was not made available therefore data from previous years was considered.

The Hanover Survey completed in the Spring of 2019 showed widespread satisfaction on the part of students, staff, and parents with the work of the Rohr Elementary staff. Nevertheless, there are areas that need our attention for improvement and the most significant issue for each group is listed here:

Students:Students have difficulty explaining their feelings and being included by others.
Parents: More variety and differentiation with GATE instruction and the need for more counseling services for ours students.
Staff: Teachers desire more feedback from classroom walkthroughs.

Teachers were asked to reflect on the student's needs and data; some of the suggestions were
1.To provide staff with a refresher training on Restorative Practices,
2. Embedding a few minutes of social interaction for students, due to the lack of socialization with the pandemic
3. Seek to hire a counselor to support students with the transition of distance learning and its return

Parents were interested in providing more after-school activities related to visual and performing arts paid for through school funds.

Classroom Observations

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

Currently, leadership performs classroom observations on a daily basis. The principal performs several types of observations, including informal walkthroughs and formal observations. The goal of feedback from leadership is to provide support and feedback for improvement in instruction to meet all students needs. Written as well as oral feedback is given to teachers regarding teaching strategies, room environment,/virtual setting, differentiation, procedures and routines, learning intentions, success criteria, student engagement, and student learning behaviors.

Our school-wide focus is improving student outcomes through small-group instruction. Our focus for our Professional Learning Cycle is small-group instruction during Designated English Language Development (D-ELD) instruction. Teachers will also have opportunities to learn from their colleagues by conducting peer visits and learning walks for the purpose of professional growth through our Professional Learning Cycle. The use of teacher collaboration time to monitor, measure, and modify instructional plans to ensure high quality instruction.

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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)

Previous years data from District Local Measures, ELPAC, and school-wide assessments in reading and math are used to inform and differentiate instruction to improve student achievement. Formative assessments are also used to inform teaching practice and provide students with personalized support. Our district-wide assessments of Smarty Ants, Achieve 3000 Level Set, and iReady math diagnostics provide recent data to monitor student progress. Rohr's site assessments include Fountas & Pinnell Benchmark Reading Assessment, Benchmark Education reading comprehension tests & Daily Oral Reading Record (ORR), the Reading Foundational Skills Assessment (RFSA) to measure foundational literacy skills, and Go Math chapter assessments.

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

Data from Local Measures, Level Set, Fountas and Pinnell Running Record, district math assessments, common writing assessments, and Benchmark Education quarterly assessments are used to monitor student progress and inform instruction to improve student outcomes. Teacher collaboration time and professional development meetings are scheduled to provide teachers with time to discuss the data results. Student monitoring templates are utilized to help guide the discussions. The school-wide assessment calendar allows for common language for all staff when having data discussions to support students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Principal, 16 preschool-6th grade regular classroom teachers (general education and special day class), 3 part-time VAPA teachers, 3 preschool teachers, 1 full time Resource Specialist Support, 1 Language/Speech/Hearing Specialist, 1 full-time Social Worker/Counselor and 1 full-time Psychologist. Additional support staff include 1.5 Impact Reading teachers, 1 full-time social-worker, 1 full-time IA Behavior Specialist, and 1 full-time South Bay Community Services (SBCS) therapist. Our classified staff consists of 11 Instructional Assistants who support the scholars who are multilingual learners/special needs students, 5 Student Attendants, 1 part-time occupational therapist, 1 part-time Nurse, a School Secretary, Attendance/Health Secretary, 1 English Learner Instructional Aide, a Library Media Technician, 2 custodians, 3 Child Nutrition workers, and 3 noon duty supervisors. One of Rohr's Instructional Assistants supports with kindergarten to 2nd grade reading intervention and 3rd to 6th grade math intervention. Our 1.5 Impact Reading teachers support 3rd-6th grade struggling readers.

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

Credentialed teachers have professional development 3-6 times per quarter aligned with our school-wide foci. All classrooms are equipped with instructional materials that match the grade level including combination grades. Teachers can access a variety of small group leveled reading materials in the center room of their building pods and in our site book room. Access to professional development resources is available through online shared folders as well as through the CVESD Intranet Portal where district-wide Professional Development is available.

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

Professional development is aligned with our school-wide academic focus, district academic focus, as well as a social and emotional focus.

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

At Rohr our Instructional Leadership Team is active in supporting the school wide focus. Our partnership with Benchmark Education, Sadlier, and McGraw Hill allows us access to collaborate with consultants on our literacy curriculum. Site-based learning sessions are provided to teachers to support our online reading programs. In addition, access to District Professional Development is in a shared Intranet Portal where live and pre-recorded professional learning is available.

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

Our teachers collaborate by grade level for 4 hours approximately once every two weeks when on campus. During 1/3 of this time, the Principal meets with teams to analyze data, plan lessons, and look at student work. Teachers plan yearly curriculum maps that include examining standards, determining lesson progressions toward meeting the standard, and creating cohesive standards-based lessons. When on campus, upper grade teachers are provided additional time to support with larger class sizes.

Teaching and Learning

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

Curriculum and instruction are aligned with the District focus as well as school foci. The materials and PD available supports these foci.

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

All classrooms include a 2 hour and 45 minute literacy block, which includes all parts of a balanced literacy block. Math is taught in a 60-90 minute block of time. Teachers provide a daily schedule to designate times for each content areas. We have a total of 50 modified days a year; modified days are used for Professional Development, teacher planning and collaboration, and Parent-Teacher Conferences.

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

Teachers plan out quarterly curriculum maps that include examining standards, determining lesson progressions toward meeting the standard, and creating cohesive standards-based lessons. Clear learning intentions and success criteria are articulated to progress toward the standards in reading and writing. Quarterly analysis of data and examining student writing guide classroom instruction.

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

All classrooms are equipped with instructional materials that match the grade level including combination grades. Teachers have access to all core district-adopted and state-approved grade level curriculum along with additional resources such as Smarty-Ants, Achieve30000, iReady, RazKids, Accelerated Reader, Mystery Science, and District Created Materials/Pacing guides. There is also a leveled book room with texts for all K-6 students.

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

All teachers and students have access to standards-aligned instructional materials. Guided Reading and small group instruction allow for differentiation and intervention.

Opportunity and Equal Educational Access

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

The following services are provided in our regular program to assist with underperforming students:
*The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide, Second Edition
*Sadlier Phonics
*Balanced Literacy
*Guided Reading
*SIPPS Reading Intervention Program
*Wilda Storm Writing/Vocabulary Development Strategies
*Small Group Instruction Literacy and Math
*Academic Collaborative Conversations
*Three Reads in Math
*Equal Shares Math Problems
*Math Number Talks
*Data Analysis
*SST Process
*RazKids

Evidence-based educational practices to raise student achievement

At Rohr, we use the implement the following evidence-based educational practices to raise student achievement:
*Balanced Literacy
*Guided Reading
*SIPPS Reading Intervention Program
*Wilda Storm Writing/Vocabulary Development Strategies
*Small Group Instruction Literacy and Math
*Academic Collaborative Conversations
*Three Reads in Math
*Equal Shares Math Problems
*Math Number Talks
*Data Analysis
*Impact Reading Teacher (3-6)
*Reading Intervention Instructor (K-2)

Parental Engagement

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

*Reading/Math Intervention Instructor (K-2)
*English Learner Instructional Assistant
*District Social Worker Intern
*District Parent Liaison
*Family Resource Center
*After-school tutoring for 12 weeks provided by District
*South Bay Community Services Therapist & Parent Engagement Liaison
*School Counselor

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)

The engagement of parents in supporting student achievement is vital to a school's success. Parents participate through the SSC (School Site Council), ELAC (English Learner Advisory Council), and PTA (Parent Teacher Association). Weekly communication is provided through email, phone calls, and Class Dojo. On a quarterly basis, Principal and Counselor facilitate coffee chats. On an ongoing basis, Rohr provides parents/guardians with site-based workshops facilitated by community partners and site staff.

Funding

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

The following are financed via site funds to support underperforming students:
*English Learner Instructional Aide
*Reading/Math Intervention Aide
*Benchmark Education Consultants
*Sadlier Education Consultants
*McGraw Hill Consultant
*Computer Technician
*School Counselor/Social Worker
*Instructional Aide Behavior Specialist
*School Psychologist
*Instructional Resources and Supplies
*Teacher Planning Time
*Online Learning Programs and Licenses
*Additional technology devices to support 1:1 devices for students

Fiscal support (EPC)

Site: $23,595
Title 1: $137,216
LCAP: $74,825

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

Input for our SPSA was gathered on the following dates:
Rohr Staff: 5/5/23 (Staff Professional Development); 5/8/23 (Staff Communication)
SSC/ELAC: 4/20/23 & 5/12/23 (All community members invited)
School Community: 5/8/23 (All community members invited)

Resource Inequities

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

- Increased support, professional development and resources needed to support multilingual learners with developing proficiency in English
- Increased support, professional development and resources needed to support all scholars with becoming grade-level readers.
- Increased support, professional development and resources needed to support all scholars with becoming grade-level mathematicians.

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	0.4%	0.19%	0.56%	1	1	2
African American	1.8%	2.63%	1.97%	5	14	7
Asian	1.4%	2.26%	2.82%	4	12	10
Filipino	4.0%	7.14%	7.04%	11	38	25
Hispanic/Latino	87.4%	78.76%	82.82%	243	419	294
Pacific Islander	%	%	0%			0
White	2.9%	4.32%	2.25%	8	23	8
Multiple/No Response	2.2%	4.51%	2.54%	6	24	9
			Total Enrollment	278	532	355

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	38	67	29
Grade 1	38	71	30
Grade 2	36	88	61
Grade3	34	60	51
Grade 4	52	67	53
Grade 5	40	79	67
Grade 6	40	100	64
Total Enrollment	278	532	355

Conclusions based on this data:

1. Student enrollment has declined over the past 3 years by approximately 20-30 students.
2. Our student subgroup of Caucasians and Hispanic/Latinos are declining, while Asian and Filipino has remained consistent.
3. Grade-Level cohorts of students fluctuate by 1-4 students from year to year.

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	115	197	136	41.40%	37.0%	38.3%
Fluent English Proficient (FEP)	40	94	53	14.40%	17.7%	14.9%
Reclassified Fluent English Proficient (RFEP)	8			7.0%		

Conclusions based on this data:

1. Close to half of our students speak English as a second language.
2. Our number of reclassified students has decreased.
3. Our English Learner population decreased the last 2 years, due in part to the reclassification of students.

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	34	55		0	54		0	54		0.0	98.2	
Grade 4	52	65		0	59		0	59		0.0	90.8	
Grade 5	42	69		0	65		0	65		0.0	94.2	
Grade 6	41	89		0	80		0	80		0.0	89.9	
All Grades	169	278		0	258		0	258		0.0	92.8	

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		2400.			16.67			24.07			20.37			38.89	
Grade 4		2436.			15.25			18.64			22.03			44.07	
Grade 5		2522.			26.15			35.38			24.62			13.85	
Grade 6		2525.			15.00			31.25			31.25			22.50	
All Grades	N/A	N/A	N/A		18.22			27.91			25.19			28.68	

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		9.26			68.52			22.22	
Grade 4		6.78			62.71			30.51	
Grade 5		18.46			72.31			9.23	
Grade 6		17.50			57.50			25.00	
All Grades		13.57			64.73			21.71	

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		16.67			44.44			38.89	
Grade 4		11.86			61.02			27.12	
Grade 5		24.62			58.46			16.92	
Grade 6		11.25			61.25			27.50	
All Grades		15.89			56.98			27.13	

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		5.56			81.48			12.96	
Grade 4		6.78			76.27			16.95	
Grade 5		12.31			75.38			12.31	
Grade 6		12.50			73.75			13.75	
All Grades		9.69			76.36			13.95	

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		11.11			62.96			25.93	
Grade 4		8.47			66.10			25.42	
Grade 5		20.00			67.69			12.31	
Grade 6		22.50			66.25			11.25	
All Grades		16.28			65.89			17.83	

Conclusions based on this data:

1. Approximately 50% of our students are performing below grade-level in reading across the 3 year span.
2. The Listening Strand is the greatest area of need in all grade-levels.
3. Writing is the highest performing area of all ELA strands.

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	34	55		0	54		0	54		0.0	98.2	
Grade 4	52	65		0	60		0	60		0.0	92.3	
Grade 5	42	69		0	66		0	66		0.0	95.7	
Grade 6	41	89		0	81		0	81		0.0	91.0	
All Grades	169	278		0	261		0	261		0.0	93.9	

* 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		2413.			16.67			29.63			20.37			33.33	
Grade 4		2442.			16.67			18.33			21.67			43.33	
Grade 5		2475.			10.61			18.18			36.36			34.85	
Grade 6		2488.			12.35			9.88			34.57			43.21	
All Grades	N/A	N/A	N/A		13.79			18.01			29.12			39.08	

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		18.52			48.15			33.33	
Grade 4		16.67			41.67			41.67	
Grade 5		12.12			54.55			33.33	
Grade 6		8.64			45.68			45.68	
All Grades		13.41			47.51			39.08	

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		18.52			46.30			35.19	
Grade 4		16.67			36.67			46.67	
Grade 5		10.61			60.61			28.79	
Grade 6		11.11			49.38			39.51	
All Grades		13.79			48.66			37.55	

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		14.81			68.52			16.67	
Grade 4		18.33			53.33			28.33	
Grade 5		1.52			69.70			28.79	
Grade 6		9.88			61.73			28.40	
All Grades		10.73			63.22			26.05	

Conclusions based on this data:

1. Student achievement is declining in 4th-6th grade over the 3 year period.
2. 3rd grade scores made significant growth in 2018-19.
3. A large percentage of students are performing below standard in all math standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1417.6	1405.7		1437.7	1410.4		1370.6	1394.5		17	19	
1	1420.5	1418.8		1438.4	1436.7		1402.0	1400.5		26	26	
2	1458.1	1443.5		1468.6	1453.5		1446.9	1432.8		17	37	
3	1459.6	1484.8		1449.6	1487.5		1468.9	1481.7		18	24	
4	1508.9	1505.8		1508.3	1497.8		1508.9	1513.2		16	29	
5	1508.8	1519.6		1509.0	1521.6		1507.9	1517.0		13	18	
6	1509.4	1526.9		1495.5	1512.7		1522.6	1540.8		11	19	
All Grades										118	172	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.41	10.53		23.53	47.37		23.53	15.79		23.53	26.32		17	19	
1	7.69	0.00		23.08	30.77		30.77	38.46		38.46	30.77		26	26	
2	11.76	0.00		35.29	35.14		11.76	37.84		41.18	27.03		17	37	
3	5.56	17.39		11.11	21.74		55.56	47.83		27.78	13.04		18	23	
4	18.75	17.86		37.50	42.86		25.00	28.57		18.75	10.71		16	28	
5	23.08	38.89		30.77	22.22		23.08	33.33		23.08	5.56		13	18	
6	9.09	15.79		36.36	63.16		45.45	0.00		9.09	21.05		11	19	
All Grades	14.41	12.35		27.12	37.06		30.51	30.59		27.97	20.00		118	170	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.18	5.26		11.76	52.63		23.53	21.05		23.53	21.05		17	19	
1	23.08	11.54		26.92	34.62		26.92	34.62		23.08	19.23		26	26	
2	23.53	13.51		29.41	40.54		35.29	27.03		11.76	18.92		17	37	
3	11.11	21.74		33.33	52.17		27.78	13.04		27.78	13.04		18	23	
4	37.50	25.00		31.25	57.14		25.00	10.71		6.25	7.14		16	28	
5	46.15	44.44		23.08	33.33		7.69	16.67		23.08	5.56		13	18	
6	27.27	31.58		27.27	47.37		27.27	0.00		18.18	21.05		11	19	
All Grades	28.81	20.59		26.27	45.29		25.42	18.82		19.49	15.29		118	170	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	5.26		17.65	52.63		41.18	5.26		29.41	36.84		17	19	
1	3.85	0.00		19.23	19.23		23.08	38.46		53.85	42.31		26	26	
2	11.76	0.00		17.65	27.03		23.53	29.73		47.06	43.24		17	37	
3	5.56	8.70		0.00	13.04		55.56	43.48		38.89	34.78		18	23	
4	6.25	0.00		31.25	39.29		31.25	39.29		31.25	21.43		16	28	
5	15.38	22.22		23.08	22.22		23.08	27.78		38.46	27.78		13	18	
6	9.09	10.53		27.27	47.37		27.27	21.05		36.36	21.05		11	19	
All Grades	8.47	5.29		18.64	30.59		32.20	30.59		40.68	33.53		118	170	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.53	31.58		58.82	47.37		17.65	21.05		17	19	
1	34.62	42.31		53.85	42.31		11.54	15.38		26	26	
2	17.65	32.43		52.94	56.76		29.41	10.81		17	37	
3	16.67	39.13		50.00	43.48		33.33	17.39		18	23	
4	31.25	35.71		62.50	53.57		6.25	10.71		16	28	
5	46.15	16.67		46.15	77.78		7.69	5.56		13	18	
6	18.18	15.79		54.55	68.42		27.27	15.79		11	19	
All Grades	27.12	31.76		54.24	54.71		18.64	13.53		118	170	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.06	5.26		29.41	63.16		23.53	31.58		17	19	
1	7.69	0.00		65.38	57.69		26.92	42.31		26	26	
2	29.41	0.00		58.82	75.68		11.76	24.32		17	37	
3	11.11	26.09		61.11	60.87		27.78	13.04		18	23	
4	50.00	32.14		43.75	60.71		6.25	7.14		16	28	
5	53.85	66.67		23.08	22.22		23.08	11.11		13	18	
6	36.36	42.11		54.55	36.84		9.09	21.05		11	19	
All Grades	30.51	21.18		50.00	57.06		19.49	21.76		118	170	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.26		76.47	73.68		23.53	21.05		17	19	
1	15.38	7.69		30.77	42.31		53.85	50.00		26	26	
2	17.65	5.41		47.06	59.46		35.29	35.14		17	37	
3	5.56	8.70		27.78	39.13		66.67	52.17		18	23	
4	18.75	3.57		43.75	71.43		37.50	25.00		16	28	
5	15.38	27.78		46.15	44.44		38.46	27.78		13	18	
6	9.09	15.79		36.36	52.63		54.55	31.58		11	19	
All Grades	11.86	9.41		43.22	55.29		44.92	35.29		118	170	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.41	52.63		29.41	15.79		41.18	31.58		17	19	
1	3.85	0.00		38.46	65.38		57.69	34.62		26	26	
2	11.76	5.41		35.29	54.05		52.94	40.54		17	37	
3	5.56	4.35		66.67	78.26		27.78	17.39		18	23	
4	12.50	14.29		62.50	71.43		25.00	14.29		16	28	
5	7.69	27.78		53.85	38.89		38.46	33.33		13	18	
6	18.18	31.58		72.73	57.89		9.09	10.53		11	19	
All Grades	11.86	16.47		49.15	56.47		38.98	27.06		118	170	

Conclusions based on this data:

1. Across grade-levels the majority of students are somewhat/moderately developed in listening and speaking.
2. Written Language is our students lowest performing strand.
3. in 2018-19, our 4th grade students have the most developed English skills.

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**
532	**68.6**	**37.0**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Fred H. Rohr 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	197	37.0
Foster Youth		
Homeless	5	0.9
Socioeconomically Disadvantaged	365	68.6
Students with Disabilities	87	16.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.6
American Indian	1	0.2
Asian	12	2.3
Filipino	38	7.1
Hispanic	419	78.8
Two or More Races	24	4.5
Pacific Islander		
White	23	4.3

Conclusions based on this data:

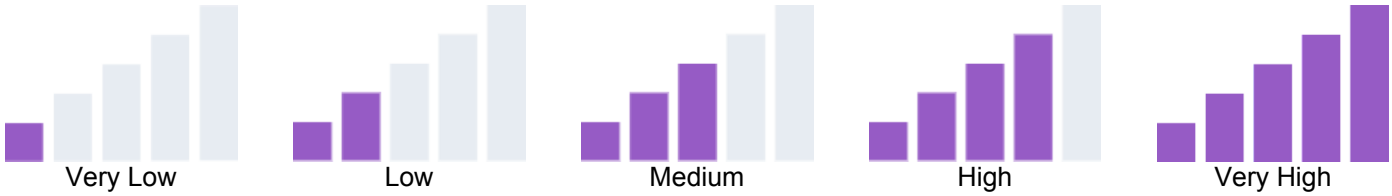
1. SED students make up most of our school population.
2. SWD are a significant portion of our population.
3. The Hispanic ethnicity is our largest demographic group.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. Our overall academic achievement needs to increase.
2. Our suspension rate has improved and we need to continue to focus on improving school climate.
3. We need to provide additional interventions for chronic absenteeism.

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.

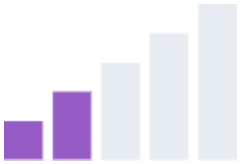
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
2.2 points below standard	15.9 points below standard	
226 Students	124 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
8 Students	6.0 points below standard	64.3 points below standard
	177 Students	54 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 86.9 points above standard 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 12.9 points below standard 186 Students	No Performance Level 5 Students		No Performance Level 9 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.1 points below standard 76 Students	55.6 points above standard 48 Students	13.9 points above standard 88 Students

Conclusions based on this data:

1. Our students with disabilities increased significantly and moved into yellow.
2. All student groups maintained or increased in ELA.
3. RFEP students perform well, but growth was minimal.

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.

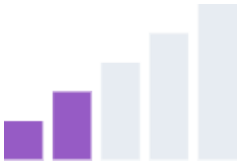
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
39.6 points below standard	48.2 points below standard	
226 Students	124 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
8 Students	46.2 points below standard	96.9 points below standard
	177 Students	54 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 62.1 points above standard 19 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 50.3 points below standard 186 Students	No Performance Level 5 Students		No Performance Level 9 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.2 points below standard 76 Students	2.3 points above standard 48 Students	32.6 points below standard 88 Students

Conclusions based on this data:

1. RFEP students declined in mathematics.
2. Growth was minimal for all student groups.
3. SWD students moved out of red, due to growth.

School and Student Performance Data

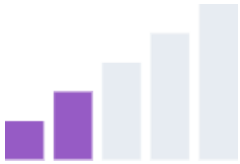
Academic Performance
English Learner Progress

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

English Learner Progress



Low

40.0 making progress towards English language proficiency

Number of EL Students: 130 Students

Performance Level: 2

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
22.3%	37.7%	0.8%	39.2%

Conclusions based on this data:

1. Over 75% of students maintained or grew a level.
2. A little less than half of our students are on track towards English proficiency.
3. There are still students who are not progressing in their English language development.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

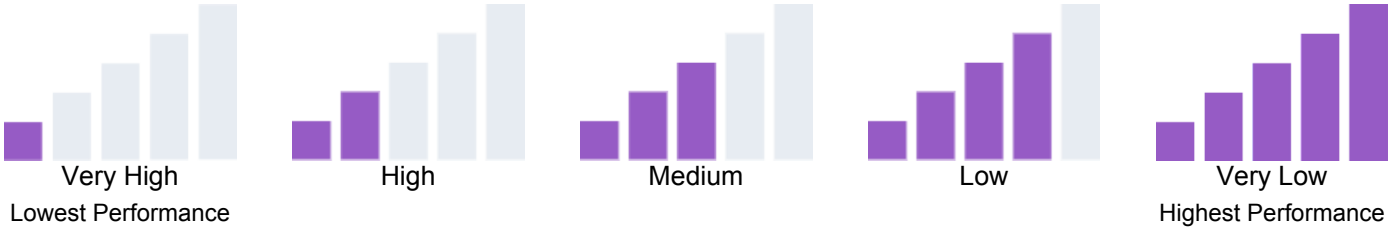
1.

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.

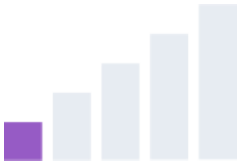
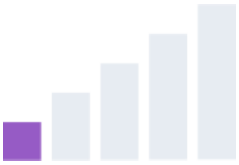
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
37.7% Chronically Absent	46.1% Chronically Absent	Less than 11 Students
616 Students	219 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
43.3% Chronically Absent	40.6% Chronically Absent	50% Chronically Absent
30 Students	453 Students	106 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	Medium
43.5% Chronically Absent	Less than 11 Students	27.3% Chronically Absent	9.1% Chronically Absent
23 Students	1 Student	11 Students	44 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High		No Performance Level
42% Chronically Absent	21.2% Chronically Absent		28% Chronically Absent
479 Students	33 Students		25 Students

Conclusions based on this data:

1. Chronic Absenteeism maintained or increased in all student groups, except English Learners.
2. English Learners are improving their attendance.
3. SWD have greatest increase in chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

2022 Fall Dashboard Suspension Rate Equity Report

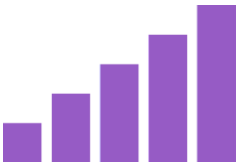
Very High	High	Medium	Low	Very Low
0	0	3	1	3

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Medium	No Performance Level
0.8% suspended at least one day	1.3% suspended at least one day	Less than 11 Students
647 Students	228 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Medium	Medium
0% suspended at least one day	1.1% suspended at least one day	1.8% suspended at least one day
33 Students	469 Students	112 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	Very Low
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
25 Students	1 Student	13 Students	45 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	Very Low		No Performance Level
1% suspended at least one day	0% suspended at least one day		0% suspended at least one day
500 Students	35 Students		28 Students

Conclusions based on this data:

1. Suspension Rates have improved for English Learners.
2. African American are a small population, but have a significantly higher rate of suspension than other demographic groups.
3. Additional interventions need to be put in place to decrease suspension rates of African American students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts/Spanish Language Arts

LEA/LCAP Goal

Goal 1

Goal 1

By June 2024, 40% of Kindergarten-2nd students will demonstrate grade-level proficiency on the Smarty Ants Levelset end-of-year assessment.
By June 2024, 21% of 2nd-6th students will demonstrate grade-level proficiency on the Achieve3000 Levelset end-of-year assessment.

Identified Need

Overall, there is a need for students in all subgroups to grow in the area of foundational reading skills and reading comprehension. This is identified by District Testing- Smarty Ants (K-2) and Achieve3000 (2-6)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants Reading-All	30%	40% (34/85)
Smarty Ants Reading-English Learners	25%	36% (16/44)
Smarty Ants Reading-Students with Disabilities	4%	39% (9/23)
Smarty Ants Reading-Socioeconomically Disadvantaged	28%	42% (34/80)
Smarty Ants Reading (Spanish) - All	N/A	N/A
Smarty Ants Reading (Spanish) - English Learners	N/A	N/A
Smarty Ants Reading (Spanish) - Students with Disabilities	N/A	N/A
Smarty Ants Reading (Spanish) - Socioeconomically Disadvantaged	N/A	N/A
Achieve 3000 Reading- All	21%	21% (40/190)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve 3000 Reading- English Learners	7%	26% (21/82)
Achieve 3000 Reading- Students with Disabilities	3.5%	15% (10/67)
Achieve 3000 Reading- Socioeconomically Disadvantaged	19%	26% (40/152)

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)

Tier 1- All Students

Strategy/Activity

1. Benchmark Advanced ELA Curriculum K-6
2. Benchmark Advanced Designated ELD Lessons, small group instruction
3. Interactive Read-Aloud (Daily)
4. Shared Reading: Model close reading skills and annotations to address grade-level standards, using Benchmark consumables (2-6)
5. MyOn for students to read books at home that do not have access to a library or books at home (3-6)
6. Time for Kids (4-6)
7. Raz Kids: Reading A-Z (K-2)
8. Daily Achieve 3000 (3-6); personal goals created
9. AR Reading/Quizzes; personal goals created
10. Sadlier Phonics Curriculum K-2
11. Plan and instruct using Speaking and Listening routines based on grade-level standards, along with productive group work
12. Writing: Text Dependent Prompts based on genre (Narrative, Opinion, Expository/Informational Essays) Binder located in RSP Room

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

Amount(s)	Source(s)
8,900	Title I Carryover 4000-4999: Books And Supplies Online programs & Differentiated Reading/Foundational Skills Curriculum Materials (Sadlier)

1,100	LCFF 4000-4999: Books And Supplies Reading Application Program (RAZ Kids & RAZ Plus)
600.00	LCFF 1000-1999: Certificated Personnel Salaries Substitute release of teachers for student assessment
20,000	Title I 2000-2999: Classified Personnel Salaries Kindergarten-2nd grade Instructional Aide in general education classrooms to support with small group instruction for all K-2 general education students
5,000	LCFF 3000-3999: Employee Benefits Benefits for K-2 Instructional Aide in general education kindergarten to support with small group instruction for all students
500.00	LCFF - Carryover 5800: Professional/Consulting Services And Operating Expenditures Refreshments for professional development participants
4000	Title I 4000-4999: Books And Supplies Foundational skills intervention materials (K-6)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier 2- (15% or less- Targeted Group Intervention)

Strategy/Activity

1. Weekly small group intervention: letter and letter-sound development for K-2
2. Guided reading in small groups at the instructional Lexile Level/Fountas & Pinnell
3. Benchmark Advance All, differentiated groups (3-6)
4. Quarterly Meetings between teachers/principal to discuss at-risk students, cusp students, and _____ students
5. SIPPS instructional aide to support with small group reading skills for struggling readers in 1st-2nd grade
6. English Learner instructional aide to support in small group with reading foundational skills in kindergarten-2nd grade
7. Small group differentiated instruction
8. School-wide data analysis and student monitoring to differentiate and modify instruction for students
9. Teacher support with supplemental instructional literacy materials and/or professional development trainings for reading/writing

10. Daily small group instruction
11. Reading Impact Teacher supporting 3rd-6th grade students in reading foundational skills and reading comprehension

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 Full-Time 3rd-6th Impact Teacher
	District Funded 1000-1999: Certificated Personnel Salaries Part-Time 3rd-6th Impact Teacher
1,500	LCFF - Carryover 5800: Professional/Consulting Services And Operating Expenditures Professional development for classified staff members

Strategy/Activity 3

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

Tier 3- (5% or less- Intensive Individual Instruction) /Homeless/Foster Youth

Strategy/Activity

1. ELIA for ELPAC students that are newcomers and emergent readers
2. Impact teacher for SIPPS and Reading Decoding/Comprehension for unduplicated students
3. Special Ed./RSP teachers provide small group reading support in RSP classrooms
4. SST Team meetings held every 6 weeks to monitor interventions and to discuss growth and needs of SST Students and next steps

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

Amount(s) Source(s)

Strategy/Activity 4

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

English Learners

Strategy/Activity

1. GLAD implementation
2. Designated ELD Lessons
3. Print rich environment
4. Language Frames
5. Strategic partnering with peer model
6. ELIA for ELPAC students that are newcomers and emergent readers
7. Impact teacher for SIPPS and Reading Decoding/Comprehension for unduplicated students
8. School Counseling services
9. Behavior IA
10. Extended-Day, Jumpstart tutoring program
11. K-2 foundational skills instructional aide
12. Student access to Imagine Learning Program for Newcomers
13. LEP Aide
14. Sentence Frames
15. Small Group Instruction
16. Scaffolds through use of GLAD charts
17. Visual cues
18. Upper grade instructional aide to support with small group reading skills for struggling readers in 3rd-6th grade

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
14,000	Title I 2000-2999: Classified Personnel Salaries Additional hours of English Learner Instructional Aide
6,000	LCFF 3000-3999: Employee Benefits English Learner Instructional Aide
	Title I None Specified

Strategy/Activity 5

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

Students with Special Needs

Strategy/Activity

1. Small group RSP, teacher and instructional aides

2. Small group with psychologist
3. Speech services, if needed
4. OT services if needed
5. Small groups within special ed classrooms
6. Push in support with RSP Teacher
7. Mainstreaming for some students
8. SCIA for two students
9. Differentiated interventions per IEP
10. Extended-Day, Jumpstart tutoring program
11. Additional days of school psychologist to pull groups for social-emotional needs of students
12. SIPPS instruction provided daily for RSP 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)
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 6

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

Socio-Economically Disadvantaged Students

Strategy/Activity

1. Impact teacher for SIPPS and Reading Decoding/Comprehension for unduplicated students
2. School Counseling Services
3. Behavior IA
4. Differentiated, small group instruction
5. Weekly backpack food program
6. Free backpack distribution
7. Extended-Day, Jumpstart tutoring program
8. K-2 foundational skills instructional aide
9. 3-6 instructional aide to support with small group reading skills for struggling readers
10. English Learner instructional aide to support in small group with reading foundational skills in kindergarten-2nd grade
11. Reading Impact Teacher supporting 3rd-6th grade students in reading foundational skills and reading comprehension
12. Small group differentiated instruction
13. School-wide data analysis and student monitoring to differentiate and modify instruction for students

14. Teacher support with supplemental instructional literacy materials and/or professional development trainings for reading/writing
15. Benchmark Education Consultation to support whole group and small group reading instruction
16. Smarty Ants and Achieve 3000 progress access to all students during independent work time and while at home
17. Raz Kids, Benchmark Education, and Renaissance MyOn reading library resources available to students at varying reading 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)

Strategy/Activity 7

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

Foster Youth/Homeless

Strategy/Activity

1. District Social Worker
2. Behavior IA
3. School Counseling Service
4. Differentiated, small group instruction
5. Weekly backpack food program
6. Free backpack distribution
7. Extended-Day, Jumpstart tutoring program
8. K-2 foundational skills instructional aide
9. 3-6 reading intervention instructional aide

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 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.

There are additional Tier 2 and Tier 3 supports in place this year with the addition of support staff. The additional hours of the English Learner Instructional Aide, the Impact Teacher, and the K-2/3-6 instructional aides will allow support for all students in Kindergarten-6th grade.

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

Our budget has grown to include a K-2 instructional aide. The purpose of the K-2 instructional aide to provide additional support with foundational literacy development. We continue to have the support of the Impact Teacher position and the additional English Learner Instructional Aide are utilized with district funding.

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.

A major change from the previous year is the Tier 1 support provided to students in all grades K-6. Previously, we had 1 intervention instructional aide support all grade levels with additional small group instruction. In addition, there is a full-time Impact Teacher (3rd-6th) and part-time English Language instructional Aide to support with the development of reading foundational skills for students in kindergarten-2nd grade.

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

Academic Progress-Mathematics

LEA/LCAP Goal

Goal 5

Goal 2

By June 2024, 26% of Kindergarten-6th grade students will demonstrate grade-level proficiency on the iReady end-of-year assessment.

Identified Need

Overall, there is a significant percentage of student in all subgroups and grades that are not proficient in Math according to the district iReady Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady-All	21%	26% (65/247)
iReady-English Learners	12%	26% (36/139)
iReady-Students with Disabilities	4%	27% (20/73)
iReady-Socioeconomically Disadvantaged	21%	26% (65/224)

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)

Tier 1- All Students

Strategy/Activity

1. GoMath Curriculum K-6, using district Pacing Guides
2. EngageNY Math
3. MRG and GoMath Assessments
4. iReady K-6, 80-100 minutes per week
5. Gradual Release of Responsibility framework to include: purpose, rigorous content and language objectives, focused direct instruction, checking for understanding, and student engagement

6. MARS Tasks (grades 4-6)

- All student access to rigorous conceptual & procedural math instruction aligned to the California State Standards (CSS) through the District adopted Go-Math curriculum, along with supplemental resources for Eureka Math, Algebra Resource Guide, & iReady
- Teachers utilize the Gradual Release of Responsibility framework to ensure student mastery of Common Core Standards
- Planning of purposeful, focused direct instruction, checking for understanding, and student engagement during math block
- Various mathematical models to include: Ten Frames, Place Value Charts, Number Bonds, Part Whole Model, Number lines, LESH model
- Classroom collaborative conversation utilizing number talks, Part-Whole word problems, Equal Share Word Problems
- Utilizing district math resource guide tests, Go Math online assessments, and iReady comprehension checks to monitor student progress towards standards
- iReady comprehensive assessment provided 3 times a year to tailor instruction to students' 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)
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Refreshments for professional development participants
2,300	LCFF 5800: Professional/Consulting Services And Operating Expenditures Teacher release for professional development
2900	LCFF 4000-4999: Books And Supplies Math manipulatives and instructional resources
7100	Title I Carryover 4000-4999: Books And Supplies Math manipulatives and instructional resources

Strategy/Activity 2

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

Tier 2- (15% or less- Targeted Group Intervention)

Strategy/Activity

1. Differentiated small group instruction
2. Differentiated class assignments based on informal assessments

- Differentiated instruction to address both conceptual and procedural skills
- “Go Math”/Eureka/iReady small group activities
- Scaffolded math instruction in an accessible manner
- Part-time instructional aide to support classroom teacher with small group instruction during math block
- Daily small group instruction in math block
- After-school tutoring for students on a needs 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)
20,000	Title I 2000-2999: Classified Personnel Salaries 3-6 Instructional Aide Support (ELA & Math)
5,000	LCFF 3000-3999: Employee Benefits 3-6 Instructional Aide Support (ELA & Math)

Strategy/Activity 3

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

Tier 3- (5% or less- Intensive Individual Instruction)

Strategy/Activity

1. Daily: small intervention groups (grade 4-6), using Instructional Aide
2. Special Ed./RSP teachers provide small group math support in RSP classrooms
3. Part-time instructional aide to support classroom teacher with small group instruction
4. Small group instruction
5. iReady tailored lessons at students’ current level
6. After-school tutoring for students on a needs basis
7. School psychologist to support social-emotional needs of students
8. Student Study Team to support in student monitoring
9. Instructional aide supports students in 4th-6th grade one-on one with conceptual understanding in math and fluency

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1. 3-6 Math skill group instructional aide
2. Print rich environment and language frames
3. Differentiated, small skill-groups
4. Strategic partnering with peer model
5. Hands-on activities with math manipulatives
6. Small group instruction
7. Primary language supports for directions of tasks
8. Sentence frames & manipulatives to conceptual model
9. iReady tailored lessons at students current level

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

1. Small group RSP
2. Small groups within special ed classrooms
3. Push in support with RSP Teacher
4. Mainstreaming for some students
5. SCIA for two students
6. Differentiated interventions per IEP
7. Extended-Day, Jumpstart tutoring program
8. Hands-on activities with math manipulatives
9. RSP teacher to support small group instruction in math
10. SDC teacher and instructional aides to support in small group instruction in math
11. School psychologist to support social-emotional needs of students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Foster Youth/Homeless

Strategy/Activity

1. 3-6 Math skill group instructional aide
2. Print rich environment and language frames
3. Differentiated, small skill-groups
4. Strategic partnering with peer model
5. Hands-on activities with math manipulatives
6. Small group instruction
7. SST Team to support in student monitoring
8. After-school tutoring for students on a needs basis
9. Part-time instructional aide to support classroom teacher with small group instruction
10. Social worker intern to support with social-emotional needs of students
11. Collaboration with Family Resource Center for any additional recommended supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
	None Specified None Specified
	None Specified None Specified

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.

The allocation of the 3rd-6th instructional aide to support 3rd-6th grade math block and the increased use of Go Math assessments in the classroom will impact the annual outcomes.

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

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

The allocation of the 3rd-6th instructional aide to support 3rd-6th grade math block and the increased use of Go Math assessments in the classroom will impact the annual outcomes.

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

Academic Performance

LEA/LCAP Goal

Goal 5

Goal 3

By June 2024, 83% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient.
By June 2024, 56% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4).

Identified Need

Based on the 2022-2023 Summative ELPAC, the reading/writing domains have been identified as an area of need for our K-2 English Learners and the listening/speaking domains have been identified as an area of need for our 3-6 English Learners.

Additionally, (Smarty Ants, Level Set, iReady, CAASPP) data has also identified that our (ARLTELs, LTELS, ELPAC 1, 2, etc.) English Learners would benefit from a continued focus on literacy development (foundational skills/reading comprehension).

Qualitative data to include teacher feedback and student observation data has also determined that we need to continue providing targeted support to English Learners via Designated ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

English Learners

Strategy/Activity

1. Designated ELD group via Benchmark Advance
2. Differentiated/Designated ELD groups via Benchmark Advance All
3. Looking at "Reading" ELPAC scores to plan for groups
4. ELD Staff Development and planning with Reyna Galvez and Angie Amador

5. Utilize collaboration planning time to modify and enhance lessons to meet the unique needs of ELL students
6. Language frames used to ensure all students are provided the structure to use academic language and complete sentences in daily discussions
7. EL Instructional Aide support with SIPPS intervention in K-1st grade
8. Supplemental Instructional Support with ELIA/Impact Teacher
9. Project GLAD training
10. Use of supplemental leveled readers
11. Collaborative Coaching Cycle by District Bilingual Resource Teachers
12. Daily small group instruction in literacy block
13. After-school tutoring for students on a needs basis
14. RSP/SDC teacher and instructional aides to support in small group instruction
15. SST Team to support in quarterly student monitoring
16. Wilda Storm vocabulary development strategies
17. Sentence Frames provided for student responses
18. Teacher communication to students of learning intentions and success criteria
19. Daily collaborative conversations in literacy block
20. Part-time SIPPS instructional aide for 3rd-6th grade students to solidify reading skills
21. Quarterly student monitoring for identified students
22. Raz Kids and MyOn Program to provide English model of reading
23. Professional Development for staff on designated and integrated English Language Development
24. Quarterly progress monitoring meetings with school leadership
25. Raz Kids and MyOn Program to provide English model of reading
26. Guided Language Acquisition Development lesson planning with designate English Language Development

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

Amount(s)	Source(s)
	District Funded None Specified Impact Teacher (Full Time)
	District Funded None Specified Impact Teacher (Part Time)
2,939.79	LCFF - Carryover 4000-4999: Books And Supplies Three 75 inch televisions
1,200.00	LCFF - Carryover 4000-4999: Books And Supplies Installation of 3 televisions
143.97	LCFF - Carryover 4000-4999: Books And Supplies

	3 television mounts
537.00	LCFF - Carryover 4000-4999: Books And Supplies 3 Apple TV's
526.14	LCFF - Carryover 4000-4999: Books And Supplies 3 Screenbeams
180.00	LCFF - Carryover 4000-4999: Books And Supplies Electronic waste fee

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.

Over the next 2 years (2022-2024), Rohr will focus on small group instruction increase the academic achievement of all scholars in core instructional areas.

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

Moving forward, we will be able to have a K-2 Instructional Aide and a 3-6 Instructional Aide focus on supporting the academic growth of students in core instructional areas.

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.

Moving forward, we will be able to have a K-2 Instructional Aide and a 3-6 Instructional Aide focus on supporting the academic growth of students in core instructional areas. The change is mentioned in Goal 1 as well as Goal 2.

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

Chronic Absenteeism

LEA/LCAP Goal

Goal 4

By June 2024, the percentage of students Chronically Absent at Rohr Elementary (in-person) will decrease from 26% to 13%.
Current CVESD local data for the in person campus is 26% (71 out of 272 students).
The CDE Dashboard reflects a 37.7% chronic absenteeism rate because the data includes Innovation Academy students (616 students). Innovation Academy students have transitioned to in person instruction and the local data provides a better picture of our in person Rohr campus student population.

Identified Need

Chronic Absenteeism is closely monitored at Rohr and continue to make efforts to support our students/families with improving their attendance.
Chronic attendance issues will be addressed immediately and revisited regularly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVESD PBI Leadership Report- Chronic Absentees 2023 Quarter 3 Report	26% Chronic Absentee Rate	13% Chronic Absentee Rate
CA Dashboard Change	Maintained	Declined
CA Dashboard Performance Rating Color	Yellow	Green

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)

Tier 1- All Students

Strategy/Activity

- Perfect attendance recognition for individuals and classes quarterly and yearly
- Establish a positive and welcoming school climate
- Maintain daily and weekly communication with families via the phone, school blog, text messages, and email
- Incentives and awards provided for students with perfect attendance and classrooms with highest attendance each quarter
- Quarterly raffle of grand prize provided by PTA for 2 students with perfect attendance, one in the primary grades and one in the upper grade
- Daily phone calls/emails to parents on student attendance by school attendance clerk
- Recommendation to Family Resource Center to support families in need
- Regular parent communication by teacher for student needs
- Daily/Weekly Incentive plan for chronically absent students
- Home visits on an as needed 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)
1,000	LCFF 4000-4999: Books And Supplies Attendance incentives for students
500	LCFF 4000-4999: Books And Supplies Increase activities and type of equipment available at first and second recess
25,000	Title I 1000-1999: Certificated Personnel Salaries Shared VAPA Art Teacher & art equipment/supplies
1,500	LCFF - Carryover 4000-4999: Books And Supplies Carryover to pay for attendance incentives for students
500	LCFF - Carryover 5800: Professional/Consulting Services And Operating Expenditures Refreshments for professional development participants
16,000	LCFF 2000-2999: Classified Personnel Salaries Addition of 1 hour to noon duty scheduled hours
2,000	LCFF - Carryover 5000-5999: Services And Other Operating Expenditures

	Cost of paying for school buses so K-6 students can attend field trips
1,000	LCFF - Carryover 4000-4999: Books And Supplies SEL behavior reminders on school campus (ex: recess areas, hallways)
1,000	LCFF - Carryover 5000-5999: Services And Other Operating Expenditures Provide childcare for parents/caregivers to attend school events/workshops for parent/caregiver support
750.00	LCFF - Carryover 4000-4999: Books And Supplies Addition of books to library

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier 2- (15% or less- Targeted Group Intervention)

Strategy/Activity

- Meet with At-Risk Families
- Student Attendance Review Team meet with families to discuss interventions
- On-going documentation for students when absent for multiple days
- Collaboration with Attendance Health Clerk and School Social Worker to support families who are chronically absent

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
33,071.10	LCFF - Carryover 1000-1999: Certificated Personnel Salaries Carryover for School Counselor 24-25 salary
1,000.00	LCFF - Carryover 7000-7439: Other Outgo Teacher release for intervention with students and parents/caregivers (ex: home visits, parent/caregiver meetings)
250.00	LCFF - Carryover 4000-4999: Books And Supplies

	SEL regulation tools to support students who need help calming themselves
24977	Title I Carryover 1000-1999: Certificated Personnel Salaries Carryover for School Counselor 24-25 salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier 3- (5% or less- Intensive Individual Instruction)

Strategy/Activity

- Goal setting with students on daily attendance plans
- Collaboration with social worker for incentives and resources to support student attendance
- Home visits by leadership team and attendance clerk to provide school resources and any additional supports needed for families
- On-going collaboration and communication with district office on critical attendance students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

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.

Goal setting on attendance has been highly effective for students with chronic absences.

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

The use of LCAP funds to provide incentives for students has been effective, especially with the annual perfect attendance incentives at the end of the year.

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.

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

Goal Subject Conditions and Climate- Suspension Rate

LEA/LCAP Goal

Goal 1

Goal 5

By June 2024, the percentage of students who are suspended at Rohr will decrease from 1% to 0%.

Identified Need

At Rohr, we would like to continue to ensure that student suspension rates stay as low as possible while maintaining a safe school environment by providing alternative means of discipline and positive reinforcers for expected behaviors.

As of May 2023, Rohr has ATSI status with regard to suspending homeless youth/multiracial students at a higher rate than other students in our school population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CVESD PBI Leadership Report- Discipline Incidents and Actions 2022-2023	2%	0%

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)

Tier 1- All Students

Strategy/Activity

- Common school-wide expectations lined with school values
- Quarterly staff development for all staff on our Positive Behavior Intervention System school-wide
- Data collection by all staff on student unexpected behaviors in SWIS Program
- ROARing tickets for individuals and class behavior
- Positive Office Referrals to promote expected behaviors

- Daily classroom instruction designated to support social-emotional learning of students
- Full-time Social Worker to push-in for lessons with Sanford Harmony, Second Step, and Zones of Regulation

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

Amount(s)	Source(s)
20,000	LCFF 2000-2999: Classified Personnel Salaries Two Noon Duty Supervisors Salaries
650.00	LCFF 5000-5999: Services And Other Operating Expenditures SWIS Database
5,000	LCFF 3000-3999: Employee Benefits Two Noon Duty Supervisors Benefits
7,600	LCFF 5800: Professional/Consulting Services And Operating Expenditures MTSS Trainings for All Staff
500	LCFF - Carryover 5800: Professional/Consulting Services And Operating Expenditures Refreshments for professional development participants

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Tier 2- (15% or less- Targeted Group Intervention)

Strategy/Activity

- Restorative Practices to repair relationships
- 2x10 model for students at-risk to provide positive role model for students
- Meet with leadership team to discuss interventions for repeated behaviors
- Full-time Social worker to support with social groups based on site recommendations
- Full-time Behavior Specialist to support teachers and students with strategies
- Access to grade-level opportunities for FRPM students, such as 6th grade camp

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier 3- (5% or less- Intensive Individual Instruction) /Homeless/Foster Youth

Strategy/Activity

- Additional time for school psychologist to address social-emotional needs of students
- Full-time Social worker to support with social groups based on site recommendations
- Full-time Behavior Specialist to support teachers and students with strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
	None Specified

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.

Our MTSS team at Rohr is adept at supporting students tier 1-3 with managing social emotional and behavior needs. As needed, we coordinate services to match the need of our scholars.

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

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.

Our MTSS team at Rohr is adept at supporting students tier 1-3 with managing social emotional and behavior needs. As needed, we coordinate services to match the need of our scholars.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$247,225.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$83,000.00
Title I Carryover	$40,977.00

Subtotal of additional federal funds included for this school: $123,977.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF	$74,150.00
LCFF - Carryover	$49,098.00

Subtotal of state or local funds included for this school: $123,248.00

Total of federal, state, and/or local funds for this school: $247,225.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	74,150.00
LCFF - Carryover	49,098.00
Title I	83,000.00
Title I Carryover	40,977.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	83,648.10
2000-2999: Classified Personnel Salaries	90,000.00
3000-3999: Employee Benefits	21,000.00
4000-4999: Books And Supplies	34,526.90
5000-5999: Services And Other Operating Expenditures	3,650.00
5800: Professional/Consulting Services And Operating Expenditures	13,400.00
7000-7439: Other Outgo	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	600.00

2000-2999: Classified Personnel Salaries	LCFF	36,000.00
3000-3999: Employee Benefits	LCFF	21,000.00
4000-4999: Books And Supplies	LCFF	5,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	650.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Carryover	33,071.10
4000-4999: Books And Supplies	LCFF - Carryover	9,026.90
5000-5999: Services And Other Operating Expenditures	LCFF - Carryover	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Carryover	3,000.00
7000-7439: Other Outgo	LCFF - Carryover	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	25,000.00
2000-2999: Classified Personnel Salaries	Title I	54,000.00
4000-4999: Books And Supplies	Title I	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Carryover	24,977.00
4000-4999: Books And Supplies	Title I Carryover	16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,600.00
Goal 2	37,800.00
Goal 3	5,526.90
Goal 4	108,548.10
Goal 5	33,750.00

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

2 Classroom Teachers

3 Other School Staff

6 Parent or Community Members

Name of Members	Role
Mayra C. Reyes	Principal
Kirsten Martin (Secretary)	Classroom Teacher
Blanca Sicairos Diaz	Parent or Community Member
Vidave Vasquez Garcia	Parent or Community Member
Monika De La Torre	Other School Staff
Robin Jones	Other School Staff
Michael Alvarez-Tostado	Parent or Community Member
Ericka Carrillo	Other School Staff
Monica Urias (Parliamentarian)	Parent or Community Member
Emilio Urias (Vice Chair)	Parent or Community Member
Anika Ito	Classroom Teacher
Linda Rodriguez	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
	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 9/5/23.

Attested:

Principal, Mayra C. Reyes on 9/21/23

SSC Chairperson, Emilio Urias on 9/21/23

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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
Clear	☐ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 9/5/23

Attested:

Clear

Principal, Mayra C. Reyes on 9/21/23

Clear

SSC Chairperson, Emilio Urias on 9/21/23

SSC Meeting Agenda

Tuesday, 9/5/23

Time	Action	Agenda Item Directed By:
8:15am	Call to order/Roll Call: 8:32 Motion to Call to Order: Reyes Second the motion: Robin Jones *Comenzar junta/Tomar lista*	Principal – Mayra C. Reyes
8:20am	Approval of Agenda Motion to approve agenda: Anika Ito Second the motion: Monika De La Torre *Aprobar agenda*	SSC Members
8:20am-8:45am	2023-2024 Community Schools Application *2023-2023 Aplicación de escuela comunitaria*	Principal – Mayra C. Reyes
8:45am-9:00am	2023-2024 SPSA Goals *School Plan for Student Achievement "road map" used to meet student goals* ***ELA*** *K-2* ● Smarty Ants End-of-Year Assessment by *10%* percent going from *30%* to *40%*. ● Baseline: EOY 2023: 30% 2-6 ● Achieve Level Set assessment at *21%*. ● Baseline: EOY 2023: 21% 3-6 ● Met or above on the CAASPP in English Language Arts by 2 percentage points going from *48%* to 50%. ● Baseline: EOY 2023: 48% • Motion to approve SPSA goal 1: Anika Ito • Second the motion: Robin Jones **MATH** K-6 ● Met on the iReady assessment by *5%* percent going from *21%* to *26%*. ● Baseline: EOY 22-23: 21%	

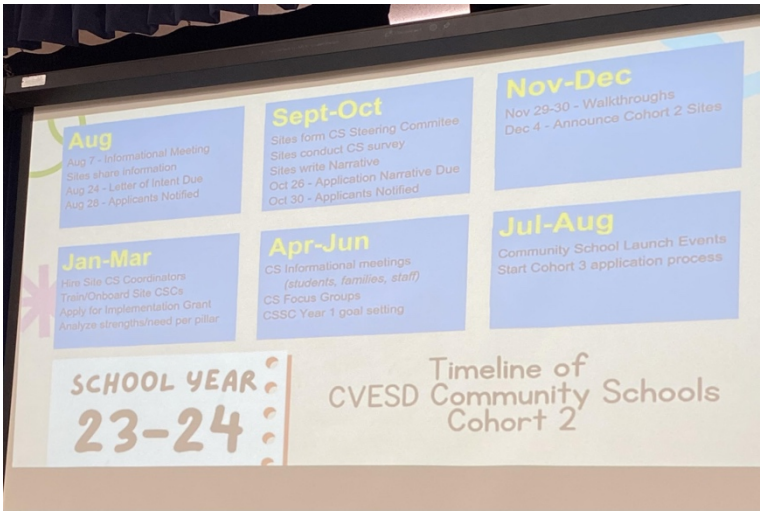
	3-6 • Met or above on the CAASPP in Mathematics by 5 percentage points going from *35%* to 40%. • Baseline: EOY 22-23: 35% Motion to approve SPSA goal 2: Robin Jones Second the motion: Ericka Chambers **MEL** • 83% of students identified as an overall Level 4 on the ELPAC will be reclassified as Fluent English Proficient. • Current: 6 students are an overall Level 4 • 56% of students will make annual progress towards English Language Proficiency (increase at least one ELPAC level and/or maintain an ELPAC level 4) • Baseline: EOY 22-23: 38% Motion to approve SPSA goal 3: De La Torre Second the motion: Martin **CHRONIC ABSENTEEISM** • Decrease from 26% to 13% Motion to approve SPSA goal 4: Martin Second the motion: Vidave Vasquez **SUSPENSION** • decrease from 1% to 0% Motion to approve SPSA goal 5: Anika Ito Second the motion: De La Torre *2023-2024 Metas de SPSA*	
9:00am-9:15am	2023-2024 SPSA Goals *2023-2024 Metas de SPSA*	Principal – Mayra C. Reyes SSC Members
9:15am-9:25am	Draft of Title I Parent & Family Engagement Policy -Ease of access: add a tab to our school website labeled "policies and documents" -Provide documents in Spanish *Borrador de Titulo I Compromiso de Padres y Familias*	Principal – Mayra C. Reyes

9:25am- 9:30am	Oral Communications Parent-Teacher conferences coming up mid September, look for communication from teachers *Comunicaciones orales*	Principal – Mayra C. Reyes
9:30am	Adjournment 9:18 Motion to adjourn: Reyes Second the motion: De La Torre *Terminar junta* *Next Meeting: 10/12/2023, Finalize draft of Title I Parent & Family Engagement Policy*	

SSC Meeting Agenda

Thursday, 8/23/24

Time	Action	Agenda Item Directed By:
8:15am	Call to order/Roll Call Quorom met (see sign in) 8:26/8:51 Reyes calls meeting to order Ito seconds the motion *Comenzar junta/Tomar lista*	Principal – Mayra C. Reyes
8:20am	Approval of Agenda Jones motions to approve agenda Jackson seconds the motion *Aprobar agenda*	SSC Members
8:20am-8:45am	2023-2024 Community Schools Application **What are Community Schools?** **-brings services to schools for all stake-holders** **-shared decision-making with the community, what do we need in our community?** **-expanding before/after school opportunities** ***Four Pillars:*** <u>*Student Supports*</u> *-Site Coordinator* *-Medical, Dental, Vision (ex: mobile eye clinic, free glasses)"Vision to Learn"* *-Food Needs* *-Referrals for housing and outiside resources* <u>*Expanded Learning*</u> *-enrichment activities* *-academic supports (supplemental tutoring)* *-extended learning time* <u>*Community Engagement*</u> *- schools become a hub for resources* *-ed opportunities for parents* <u>*Shared Leadership*</u>	Principal – Mayra C. Reyes

	- all stakeholders build a culture of learning *-focus on student learning* *-make decisions together* ***Collab Leadership on Site*** *-full-time coord* *-Focus Groups: Students, families, staff, public meetings, town halls* ***If we become a CS, what are the financial benefits?*** *-based on school population ($150,000-$500,000 for 5 years w/a possible 2 year extension grant)* *-District will provide extra ELOP funding* ***Letter of Intent due: 8/24/2023*** ***If selected in quarter 2, site-based work will begin quarter 3 officially a CS in July 2024!*** ***Application Process*** *-Letter of Intent (August)* *-Narrative (due October)* *-Site Visit and Interviews (November)* *-Interviews (all stakeholders)* *-70% stakeholder input in order to become a CS* *-input through various methods acceptable* ***Timeline:***  ***8-10 schools intended to be selected for phase 2** *2023-2023 Aplicación de escuela comunitaria*	

8:45am-9:15am	2022-2023 Goal Progress 2022-2023 Progreso de metas **Single Plan for Student Achievement (SPSA)** Goal 1: ELA Goal 2: Math Goal 3: Multilingual English Learners (MELs) Goal 4: Chronic Absenteeism Goal 5: Suspension	
9:15am-9:25am	2023-2024 Budget Allocation & Proposed Amendments *2023-2024 Presupesto y enmiendas propuestras* **Goal 1: ELA (Nearly Met)** K-2 Smarty Ants – improve from 15%-40% (+25%) Actual met: 30% (+15) 2-6 Achieve3000 – improve from 9%-26% (+17) Actual met: 21% (+12) CAASPP – improve from 46%-50% (+4) Actual met: 48% (+2) **Goal 2: Math (Nearly Met)** K-6 iReady – improve from 2%-26% (+24) Actual met: 21% (+19) CAASPP – improve 32%-40% (+8) Actual met: 35% (+3) **Goal 3: Multi-Lingual Learners (Nearly Met)** 42% Rohr students = MEL ELPAC Assessment: Level 4 – 13% RFEP Goal: grow at least 1 level: 56% Level Results: 1 (19%), 2 (30%), 3 (41%), 4 (10%) **Goal 4: Chronic Absenteeism** Defined as: missing 10% of the school year (1-2 absences/month) Goal: decrease from 26%-13% **PROPOSAL:** **Increase noon-duty support by 1 hour/day (10am-1pm)** **Current cost: $25,000 (title 1 and LCAP)** **Additional Hour: $16,000 (title 1 – left over from beh. Interventionist)** **Reyes set a motion**	Principal – Mayra C. Reyes SSC Members

	Ito seconds motion **LCAP Carryover ($30,000)** **-reallocate carryover to pay for School Counselor** **-formerly used for beh. Interventionist** **Martin set a motion** **Chambers Seconds motion** ****amend SEL Behavior Reminders, amended to add activities $1000** **Chambers set a motion** **De La Torre seconds motion** **SEL Tools $250** **Ito set a motion** **Chamber seconds motion** **Teacher Release $1,000** **Ito set a motion** **De La Torre seconds motion** **Library $750** **Jones set a motion** **Martin seconds motion** **Childcare $1,000** **Jackson set a motion** **Damaris seconds motion** **Buses/Field Trips $2,000** **De La Torre set a motion** **Jones seconds motion** **Goal 5: Suspension** **Budget for 2023-2024 (carry over not incuded)** -Total Allocation: $183,059 -Site Control: $22,575 -flexible spending -contingent upon enrollment -population: 315 (including preschool) -LCAP: $74, 825 -state funding aligned to student needs -Title I: $85, 659 -funding from the federal govt.	

	-fill out the free and reduced lunch applications ***LCAP Carryover for 2023-2024*** $59,098	
9:25am- 9:30am	Oral Communications *Comunicaciones orales*	Principal – Mayra C. Reyes
9:30am	Adjournment (9:32) *Terminar junta* *Next Meeting 9/05/2023 8:15am*	