

School Year: **2022-23**



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
Rolando Elementary School	37-68197-6038574	May 19, 2022	July 12, 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

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 School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2021-22 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2022-23 SPSA.

Consultations and connections with our educational partners took place through virtual Zoom meetings, in-person meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

As our 2021-22 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2021-22 school year included (but were not limited to) topics such as :

- Staff/Parent Quarantine Questions/Concerns
- Student Technology Needs
- Student/Family Community Resources Needs
- Staff Technology Needs

Parent data indicated a desire for more opportunities for staff to welcome parent suggestions and teach parents about restorative practices. Teacher data displayed the desire for more training and direction in mental health supports in the classroom, at school, and in the community. All educational partners shared comments about the safety needed if COVID cases started to increase.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities.

Highlights from this year's data include providing a safe and happy learning environment for children while communicating with students in a positive and effective manner. Opportunities for growth within the department include supporting homework completion and academic enrichment.

Our school will continue to solicit input and feedback from our educational partners during the 2022-23 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:

Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Cohort Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

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)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: Social-Emotional Learning, educational equity, standards alignment and goal setting.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online, face-to-face, and blended professional development. Professional development courses have included:

- Reading in the Upper Grades for Struggling Readers 3-6
- Building Thinking Classrooms Revisited
- Build Math Minds
- Engaging Students With Current Events
- Charts, Chants and More for English Learners
- I've Got a Newcomer in My Class. Now What?!
- De-fronting the Classroom
- Counting Collections TK-2
- Best Practices for i-Ready Personalized Instruction
- i-Ready Engaging Students through Data Chats
- i-Ready: Using Data to Plan Instruction
- Trauma Informed Care
- Grief & Loss
- Responding to Behavior Escalation
- Restorative Justice Practices Overview
- NGSS 101: Crosscutting Concepts & Practices K-8th Science
- Mirrored in Media 4-8
- Fostering Independent Musicians in Music / Choral Classroom
- Physical Literacy PART 1
- Intro to Chromebooks
- 504 Accommodation Plans

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2022-23 school year will focus on The No Excuse University Six Exceptional Systems, Powerful Learning Practices, Social Emotional Learning, Trauma Informed Care, and PBIS.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback/coaching provide on-going assistance and capacity building for teachers. (Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2022-23 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Sanford Harmony Curriculum for Social-Emotional Learning
i-Ready
Raz-Plus
Orton Gillingham
Read Naturally
Reflex Math
Prodigy

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.
- Title I funds will be used to offer additional reading support provided by a highly qualified intervention teacher, a full time social worker, and a student helper.

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2022-23 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 21, 2022 at 3:00 p.m.
- SSC # 4 Meeting, April 21, 2022 at 3:00 p.m.; SSC #5 Meeting, May 19, 2022 at 3:00 p.m.
- Staff Meetings where the 2022-23 SPSA goals and metrics were discussed: April 19, 2022 at 1:45 p.m., April 26 at 2:45 p.m.
- Other meetings where the 2022-23 SPSA goals and metrics were discussed (PTA, etc.): April 21, 2022 at 6:00 p.m.

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

Resource Inequities

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

We did not identify any resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	108	106	68
Grade 1	79	83	80
Grade 2	83	80	82
Grade3	82	83	81
Grade 4	71	59	58
Grade 5	64	58	56
Grade 6	70	54	46
Total Enrollment	557	523	471

The conclusions based on this data

1. Enrollment has declined in the past three years with a steep decline in the 2020/21 school year.
2. Enrollment in kindergarten and grades 4 - 6 are significantly lower than grades 1 - 3.
3. There was a 36% decline in enrollment of kindergarteners from 19/20 to 20/21 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	71	71	57	12.7%	13.6%	12.1%
Fluent English Proficient (FEP)	37	22	20	6.6%	4.2%	4.2%
Reclassified Fluent English Proficient (RFEP)	11	1	8	15.1%	1.4%	11.3%

The conclusions based on this data

1. English Learner population at Rolando has stayed steady at approximately 12 - 13% of the Rolando population.
2. During the 19/20 school year, there was a significant decrease in the number of English Learners who were reclassified as fluent English proficient.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	107	79	79	105	78	0	105	78	0	98.1	98.7	0.0
Grade 4	67	70	58	64	69	0	64	69	0	95.5	98.6	0.0
Grade 5	71	60	51	70	58	0	70	58	0	98.6	96.7	0.0
Grade 6	55	65	45	55	65	0	55	65	0	100	100	0.0
All Grades	300	274	233	294	270	0	294	270	0	98	98.5	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2420.	2424.		26.67	30.77		16.19	17.95		24.76	21.79		32.38	29.49	
Grade 4	2453.	2450.		28.13	23.19		15.63	17.39		17.19	14.49		39.06	44.93	
Grade 5	2500.	2453.		22.86	15.52		31.43	13.79		12.86	20.69		32.86	50.00	
Grade 6	2497.	2493.		5.45	12.31		32.73	21.54		32.73	30.77		29.09	35.38	
All Grades	N/A	N/A	N/A	22.11	21.11		22.79	17.78		21.77	21.85		33.33	39.26	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.04	26.92		44.23	43.59		31.73	29.49	
Grade 4	29.69	30.43		34.38	34.78		35.94	34.78	
Grade 5	34.29	24.14		32.86	29.31		32.86	46.55	
Grade 6	14.55	18.46		43.64	36.92		41.82	44.62	
All Grades	25.94	25.19		39.25	36.67		34.81	38.15	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.85	23.08		35.58	48.72		35.58	28.21	
Grade 4	20.31	15.94		40.63	47.83		39.06	36.23	
Grade 5	25.71	15.52		41.43	39.66		32.86	44.83	
Grade 6	7.27	9.23		54.55	60.00		38.18	30.77	
All Grades	22.18	16.30		41.64	49.26		36.18	34.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.35	26.92		66.35	52.56		17.31	20.51	
Grade 4	15.63	18.84		62.50	53.62		21.88	27.54	
Grade 5	20.00	8.62		55.71	55.17		24.29	36.21	
Grade 6	7.27	16.92		69.09	56.92		23.64	26.15	
All Grades	15.36	18.52		63.48	54.44		21.16	27.04	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.77	20.51		42.31	47.44		26.92	32.05	
Grade 4	31.25	21.74		37.50	42.03		31.25	36.23	
Grade 5	28.57	18.97		41.43	20.69		30.00	60.34	
Grade 6	21.82	21.54		60.00	40.00		18.18	38.46	
All Grades	28.67	20.74		44.37	38.52		26.96	40.74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	107	79	79	104	78	0	104	78	0	97.2	98.7	0.0
Grade 4	67	70	58	64	69	0	64	69	0	95.5	98.6	0.0
Grade 5	71	60	51	70	59	0	70	59	0	98.6	98.3	0.0
Grade 6	55	65	45	54	65	0	54	65	0	98.2	100	0.0
All Grades	300	274	233	292	271	0	292	271	0	97.3	98.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2413.	2429.		14.42	17.95		28.85	32.05		22.12	19.23		34.62	30.77	
Grade 4	2460.	2443.		21.88	10.14		15.63	20.29		32.81	36.23		29.69	33.33	
Grade 5	2486.	2476.		20.00	23.73		14.29	8.47		27.14	25.42		38.57	42.37	
Grade 6	2498.	2489.		11.11	13.85		11.11	10.77		40.74	36.92		37.04	38.46	
All Grades	N/A	N/A	N/A	16.78	16.24		19.18	18.82		29.11	29.15		34.93	35.79	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.23	32.05		39.42	33.33		41.35	34.62	
Grade 4	25.00	18.84		31.25	34.78		43.75	46.38	
Grade 5	28.99	25.42		18.84	27.12		52.17	47.46	
Grade 6	14.81	16.92		37.04	33.85		48.15	49.23	
All Grades	21.99	23.62		32.30	32.47		45.70	43.91	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.31	35.90		41.35	37.18		41.35	26.92	
Grade 4	25.00	11.59		40.63	39.13		34.38	49.28	
Grade 5	18.57	20.34		41.43	30.51		40.00	49.15	
Grade 6	12.96	10.77		44.44	44.62		42.59	44.62	
All Grades	18.49	20.30		41.78	38.01		39.73	41.70	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.12	24.36		51.92	43.59		25.96	32.05	
Grade 4	26.56	17.39		37.50	33.33		35.94	49.28	
Grade 5	14.49	16.95		43.48	35.59		42.03	47.46	
Grade 6	5.56	10.77		48.15	41.54		46.30	47.69	
All Grades	18.21	17.71		46.05	38.75		35.74	43.54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1446.5	1424.0	*	1430.9	1434.2	*	1482.2	1400.2	*	11	13
1	*	1481.9	*	*	1488.3	*	*	1475.1	*	*	11	6
2	1490.6	1549.9	1500.8	1486.8	1536.7	1496.8	1493.8	1562.7	1504.2	12	11	11
3	1505.4	*	*	1493.1	*	*	1517.1	*	*	14	9	9
4	1507.5	1534.1	*	1495.1	1534.3	*	1519.3	1533.5	*	11	11	8
5	*	*	*	*	*	*	*	*	*	*	9	7
6	*	*	*	*	*	*	*	*	*	*	9	9
All Grades										67	71	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	36.36	15.38	*	18.18	38.46	*	36.36	30.77	*	9.09	15.38	*	11	13
1	*	27.27	*	*	36.36	*	*	36.36	*		0.00	*	*	11	*
2	*	45.45	27.27	*	27.27	54.55	*	18.18	9.09	*	9.09	9.09	12	11	11
3	*	*	*	*	*	*	*	*	*		*	*	14	*	*
4	*	27.27	*	*	54.55	*	*	18.18	*	*	0.00	*	11	11	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	37.31	29.58	20.63	38.81	43.66	44.44	16.42	21.13	23.81	*	5.63	11.11	67	71	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	18.18	23.08	*	27.27	38.46	*	36.36	15.38	*	18.18	23.08	*	11	13
1	*	45.45	*	*	36.36	*		18.18	*		0.00	*	*	11	*
2	*	45.45	45.45	*	36.36	36.36		18.18	18.18	*	0.00	0.00	12	11	11
3	*	*	*	*	*	*	*	*	*		*	*	14	*	*
4	*	54.55	*	*	27.27	*	*	18.18	*		0.00	*	11	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	49.25	40.85	39.68	38.81	36.62	39.68	*	18.31	12.70	*	4.23	7.94	67	71	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	36.36	7.69	*	18.18	23.08	*	27.27	46.15	*	18.18	23.08	*	11	13
1	*	18.18	*	*	36.36	*	*	36.36	*	*	9.09	*	*	11	*
2	*	45.45	18.18	*	18.18	54.55		27.27	18.18	*	9.09	9.09	12	11	11
3	*	*	*	*	*	*	*	*	*		*	*	14	*	*
4	*	9.09	*	*	54.55	*	*	36.36	*	*	0.00	*	11	11	*
5		*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	25.37	21.13	14.29	29.85	30.99	25.40	31.34	38.03	41.27	*	9.86	19.05	67	71	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	18.18	23.08	*	72.73	61.54	*	9.09	15.38	*	11	13
1	*	54.55	*	*	45.45	*		0.00	*	*	11	*
2	*	45.45	50.00	*	54.55	50.00	*	0.00	0.00	12	11	10
3	*	*	*	*	*	*	*	*	*	14	*	*
4	*	45.45	*	*	45.45	*		9.09	*	11	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	58.21	29.58	32.79	35.82	61.97	63.93	*	8.45	3.28	67	71	61

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	18.18	7.69	*	63.64	69.23	*	18.18	23.08	*	11	13
1	*	27.27	*	*	72.73	*		0.00	*	*	11	*
2	*	63.64	36.36	*	36.36	63.64	*	0.00	0.00	12	11	11
3	*	*	*	78.57	*	*		*	*	14	*	*
4	*	63.64	*	*	36.36	*		0.00	*	11	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	40.30	49.30	42.86	55.22	45.07	47.62	*	5.63	9.52	67	71	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	27.27	7.69	*	63.64	76.92	*	9.09	15.38	*	11	13
1	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
2	*	36.36	50.00	*	54.55	40.00	*	9.09	10.00	12	11	10
3	*	*	*	*	*	*	*	*	*	14	*	*
4	*	0.00	*	*	81.82	*	*	18.18	*	11	11	*
5		*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	26.87	18.31	17.74	47.76	69.01	53.23	25.37	12.68	29.03	67	71	62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	63.64	30.77	*	18.18	38.46	*	18.18	30.77	*	11	13
1	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
2	*	45.45	45.45	*	36.36	45.45	*	18.18	9.09	12	11	11
3	*	*	*	*	*	*		*	*	14	*	*
4	*	27.27	*	*	72.73	*	*	0.00	*	11	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	44.78	32.39	22.22	43.28	59.15	58.73	*	8.45	19.05	67	71	63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.
2. Conclusions will be drawn when ELPAC results become available.

2021-22 Annual Review

Goal Subject

Academic Excellence

LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

LCAP Goal #3 - Equip

We will equip our students with the tools necessary to realize their fullest potential.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Rolando's goals were based on end of the year iReady data. However, progress as of March 2022 indicated students have exceeded end of the year goals in both reading and math. 52% of students performed at or above grade level in Reading, exceeding our goal by 3%. 41% of students performed at or above grade level in Math, exceeding our goal by 11%. SBAC data is not yet available.

Rolando staff committed to identifying areas of strength and outlining areas of need relating to the six exceptional systems of No Excuses University; Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention. We determined that Rolando's areas of strength included a culture of universal achievement and collaboration as evidenced by multiple school-wide expectations, processes, and commitments to students with PLCs collaborating continuously using the 5 dimensions of teaching and learning and the framework for powerful learning as their guides. Identified areas of need included standards alignment and intervention. Staff meetings, site learning days, and PLCs focused their learning and practice around Rolando's grade-level SMART goals in reading and math, selecting promise standards (essential standards) that aligned with each team's SMART goals, unpacking the standards, developing common formative assessments, implementing & sharing best practices, and providing targeted intervention.

In addition to and support of the work with standards alignment and intervention, Rolando staff implemented i-Ready, our online personalized pathway for students. Data analysis was the key to success with the full implementation of i-Ready as time was provided during staff meetings, SLDs, and PLCs to strategically monitor data. Teams were able to identify targeted areas of need in order

to provide in-the-moment, fluid intervention, as well as monitoring progress over time for guidance on instructional groupings. PLCs were able to use i-Ready to support their work with standards alignment with standards aligned common formative assessments, lessons, and intervention.

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

Due to the lack of substitutes, monthly grade-level data days were not implemented.

Limited support was offered for 4th-6th grades small reading groups and targeted reading intervention due to lack of substitutes.

With the implementation of iReady, access to additional online math programs was held to a minimum.

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 academic goal for the upcoming SPSA year will be split into two goals; Goal 1 will be ELA and Goal 2 will be math. This will allow us to more clearly define actions and services, rather than putting them altogether.

Due to the increase of reading and math score percentages, the new outcome will increase by 3% overall and 8% for each identified targeted student subgroup. Evidence based strategies for increasing student achievement have been added to increase this learner outcomes, including the addition of 0.60% Reading Intervention Teacher. LCFF and Title I funds will be used to supplement strategies and actions and will continue to be closely tracked and monitored for effectiveness.

2021-22 Annual Review

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Rolando's commitment to the six exception systems; Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention supported close collaboration between our SPED team and general education teachers to ensure that students with disabilities received appropriate services to meet individual needs. Our team used data from goal work and i-Ready to drive instruction. SAI and general education teachers were able to fluidly group students and determine when push-in, co-teaching, and pull-out were appropriate for each student based on these data sources. SAI teachers were able to target students 2 or more years below grade level for additional small group reading instruction.

English Learners were strategically clustered in classrooms based on ELPAC levels providing opportunities for daily designated ELD, integrated scaffolding across all curricular content areas, and Imagine Learning access. In collaboration with district EL resource teacher, we were able to provide additional targeted instruction to our 23 newcomers utilizing lead teachers, IDS teacher, and our site sub. Instruction focused on essential communication based on LMSV's Breakthrough English program.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

Goal 2 currently is focused on achievement gaps for identified subgroups. Rather than separate these from the academic areas that they are connected to each subgroup's data will be included under their respective academic areas in Goals 1 and 2 moving forward. Actions and services to address these needs will be identified to align to those academic areas.

Our targeted student subgroups goal will increase from 3% improvement 3% to 8% improvement. Evidence based strategies for increasing student achievement have been added to increase this learner outcomes as well as specific strategies to meet the needs of our socioeconomically disadvantaged students subgroup.

2021-22 Annual Review

Goal Subject

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Annual Review

SPSA Year Reviewed: 2021-22

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.

According to the CORE SEL Survey completed by 4th - 6th grade students, the percentage of students who responded favorably in the domains on Culture/Climate, Self-Efficacy, and Social Awareness increased. In the domains Self-Efficacy and Social Awareness, we surpassed our goals with an increase of 11% and 17% respectively. We were 2% away from meeting our goal in the domain of Culture/Climate and increased favorability by 11%. We saw a decrease in the domains of Growth Mindset and Self-Management by 15% and 10% respectively. However, there was a significant increase in all domains between the Fall 2021 and Spring 2022 surveys. This success was due to the ability to successfully implement social-emotional learning through Sanford Harmony, Character Education based on the 6 pillars of character, establishing positive relationships with each and every student through classroom circles and 10:2, a focus on positive behavior interventions, and continued professional development on the topics of SEL and behavior framed by our work with Trudy Arriaga and cultural proficiency. Our social worker, mental health therapist, and Family Health Center therapist collaborated to meet the needs of students and families by providing small group and 1:1 counseling, as well as classroom lessons, family supports, and, parent education. We continued our partnership with City Hope with our weekly trained volunteer meetings with identified students as an additional resource.

Our suspension rate significantly decreased from 4.1% to .86%. We continued our work on a Culture of Universal Achievement through Rolando's 17 expectations, which were taught, reviewed, and rewarded all throughout the year. Daily greeting routines and classroom circles were implemented in every classroom. Our commitment to adult/student relationships was visually represented in our staff development room. A photo of each Rolando student was posted with visuals to represent how many adult connections each child had. This visual representation was revisited throughout the year allowing staff members to select students in need to develop a

relationship with and mentor. Our leadership team introduced Positive Behavior Interventions and Supports (PBIS) targeting the areas of patience, empathy and tolerance. University Bucks were introduced and used to reward students exhibiting these behaviors. Through the help of our social worker, staff implemented restorative practices and trauma-informed care to proactively address student behavior and increase student time in class. Rolando's Special Education Team provided professional development and classroom lessons on neurodiversity to increase awareness and understanding of our neurodivergent students.

Attendance was an area of weakness this year. Our chronic absenteeism increased from 10.87% to 34.24% and average daily attendance decreased from 96.4% to 86.99%. Rolando's Health Tech, social worker, and principal collaborated to monitor, support, and intervene with our students' attendance. Independent Study Agreements were followed up on, parent meetings held to offer support, and SART meetings conducted. Incentives, bussing, ESS, and contracts were offered to families in need. COVID continued to have a significant impact on attendance this year.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

Goal 3 will focus on connectedness to school. It will be measured through reducing chronic absenteeism amongst our students. Due to the effects of the COVID-19 pandemic, we have removed attendance percentage as a monitoring measurement in our SPSA. Rolando will hire a full time social worker to assist in the progress towards a climate of respect, connectedness, and safety for our students.

2021-22 Annual Review

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Parent survey data indicates the overall sense of safety increased by 5% to a total of 88%, support for academic learning stayed steady at 90%, and overall sense of community dropped by 6% to 83%. Our campus stayed closed to the general community due to COVID-19 until after mid-April, which most likely accounts for the drop in sense of community as this survey was completed in March.

Families are currently enjoying morning walk/jog, breakfast, greeting teachers at classroom doors, and Character Circle on Fridays. Our social worker provided parent education in person and via Zoom in English & Spanish in the morning, afternoon, and evening hours based on parent requests. Topics included attendance, coping skills, internet safety, grief & loss, media & mental health, and depression & anxiety in children.

Rolando continued SSC/ELAC and PTA meetings via Zoom and in person. The weekly "Blast" was sent each Sunday night at 5:00 "The Blast" highlighting learning, pertinent information, the upcoming weekly schedule, invitations to events/meetings, contact information, and upcoming events via email, text, and video format. Social media was used to share information and highlight Rolando students at work, participation in spirit days, special events, and daily happenings. Student leadership teams helped foster a sense of community, shared academic learning, and sense of safety through Lunch Helper Crews, Recycling, Safety Patrol, and ASB.

Teachers communicated on a regular basis with the use of weekly parent bulletins, emails, text messages, phone calls, Jupiter Grades, and student planners. Back to School Night and Open House were offered as in-person events with huge participation rates. PTA was able to host events

such as Fun Run, Family Lunch, Trunk or Treat, Square 1 Art, Kona Ice, student assemblies, field trips, and the return of our Summer Kick Off event.

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

There were no major differences between the intended implementation an/or the budgeted expenditures.

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.

Goal 4 focuses on culture/climate at the school and will be measured both by student and parent surveys, and through student suspension data. Rolando will hire a full time Social Worker to help achieve progress in establishing meaningful relationships with our parents and to promote student success.

2022-23 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 53% to 56%. Data is based on March 2022 i-Ready Diagnostic.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 28% to 36% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 47% to 55% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 22% to 30% (minimum of 8% increase).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>Based on March 2020 iReady Data</p> <p>ALL students - 53%</p> <p>English Learners - 28%</p> <p>Socioeconomically Disadvantaged Students - 47%</p> <p>Students with Disabilities - 22%</p>	<p>ALL students - 56%</p> <p>English Learners - 36%</p> <p>Socioeconomically Disadvantaged Students - 55%</p> <p>Students with Disabilities - 30%</p>

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Our site will continue to learn, refine, and apply the six exceptional systems of No Excuses University; Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention.

- Culture of Universal Achievement: Staff will teach, review, and enforce school-wide expectations, processes, and commitments to students with a collective responsibility for all.
- Collaboration: Staff will actively participate in Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. Our site will utilize the 5 dimensions of Teaching and Learning Instructional Framework and the Framework for Powerful Learning to develop a common language and shared vision for high-quality instruction.

- Standards Alignment, Assessment: Staff meetings, site learning days, and PLCs will focus their learning and collaboration based on Rolando's grade-level SMART goals in the domain of informational text, selecting promise standards (essential standards) that are aligned with each team's established SMART goals, unpacking the standards, developing common formative assessments, implementing & sharing best practices, and providing targeted intervention. This work will be documented in Rolando's Promise Standards Plan.
- Assessment: Staff will deepen their understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- Data Analysis: Staff will participate in data days to monitor student progress and identify specific learning needs.
- Intervention: Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and Tier 1 & 2 intervention to ensure mastery of ELA promise standards. Offer before/after school tutoring.
- All staff will focus on the development of specific reading and thinking strategies aligned with the California State Standards.
- Professional development opportunities will be provided (in-house and travel).
- Teacher Leadership Team will be established and meet on a regular basis to monitor progress and plan next steps for professional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2. We will hire a 0.60% Reading Intervention Teacher.

- Provide Tier 2 intervention for targeted students.
- Provide small reading group support for grades 4 - 6.
- Offer professional development from a highly qualified reading teacher on effective reading instruction.
- Monitor progress of targeted subgroups to ensure targeted intervention.
- Provide additional reading group support for students performing below grade-level in our targeted subgroups.
- Connect with local community agencies (Everyone A Reader, Oasis Readers, Costco Readers, etc.) to provide additional reading support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

80,248

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. All K - 3rd grade students and 4th - 6th grade students reading below grade level will participate in daily small group reading instruction. 4 - 6 grade students reading at or above grade level will participate in small reading groups a minimum of two days per week.

- Analyze district benchmark data in August to determine flexible reading group placement.
- Add an additional hour daily of LLRT time.
- Hire 1 site sub.
- Hire 1 student helper.
- Utilize paraprofessionals for daily reading group instruction.
- SAI teachers will collaborate with general education teachers to optimize reading instruction.
- Monitor progress through Literably and i-Ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

2053

Source(s)

Title I
2000-2999: Classified Personnel Salaries
LLRT, Student Helper - Classified salaries; Site Sub - Certificated Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

4. We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs)

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk 80% during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- We will monitor English Learner progress and provide timely and systematic intervention.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August. of the new school year.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.
- Teachers will collaborate with District EL Resource Teacher to identify and implement effective teaching/learning strategies for newcomers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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

5. We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- Special Education team will collaborate with district program managers on a weekly basis up to October Break.
- Special Education team will meet weekly to analyze student data, IEP goals, progress, and effective teaching strategies.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SAI and Gen Ed teachers will collaborate and begin to co-teach Essential Standards lessons.

- SBAC and District benchmark data will be analyzed by in the early part of the new school year to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, FLEX, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- Students performing below grade level in math skills will receive targeted math instruction in small groups 2 - 3 times per week to address their assessed needs.
- Special Education team will meet weekly with principal to monitor and ensure appropriate allocation of resources, timelines, and student needs are being met.
- Two 30 min. universal "Essential Standards" times will be implemented twice per week. During this time, all students will participate in general education classes for exposure to essential standards with strategic support and co-teaching with support staff.
- Offer professional development for Tier 2 & 3 research based reading programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6. Our site will utilize the Framework for Powerful Learning to develop a common language and shared vision for powerful learning and the cycle of professional learning.

- Instructional Data Support (IDS) teacher will co-teach with all teachers utilizing coaching cycles.
- IDS teacher will collaborate with grade-level and department teams.
- IDS teacher will collaborate with principal to develop and provide staff with professional development.
- A site-wide powerful practice will be strategically selected, studied, universally implemented, and monitored.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

All Students

Strategy/Activity

8. Use i-Ready to guide instruction.

- Teachers will monitor student usage, average lessons completed, average percentage of lessons passed on a weekly basis.
- 2nd - 6th grade staff will learn, implement, and monitor Close Reading domain in i-Ready.
- IDS teacher will assist staff in examining i-Ready data.
- Teachers will use i-Ready Data to provide appropriate interventions.
- i-Ready diagnostic will be administered 3 times throughout the year to track learning progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2022-23 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

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 42% to 45%. Data is based on March 2022 i-Ready Diagnostic.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 23% to 31%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 34% to 42%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 17% to 25%.

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-6)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>
i-Ready Math Assessment - 42% of students at or above grade level (All grades)	<p>ALL students - 42%</p> <p>English Learners - 23%</p> <p>Socioeconomically Disadvantaged Students - 34%</p> <p>Students with Disabilities - 17%</p>	<p>ALL students - 45%</p> <p>English Learners - 31%</p> <p>Socioeconomically Disadvantaged Students - 42%</p> <p>Students with Disabilities - 25%</p>

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Our site will continue to learn, refine, and apply the six exceptional systems of No Excuses University; Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention.

- Culture of Universal Achievement: Staff will teach, review, and enforce school-wide expectations, processes, and commitments to students with a collective responsibility for all.
- Collaboration: Staff will actively participate in Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. Our site will utilize the 5 dimensions of Teaching and Learning Instructional Framework and the Framework for Powerful Learning to develop a common language and shared vision for high-quality instruction.
- Standards Alignment, Assessment: Staff meetings, site learning days, and PLCs will focus their learning and collaboration based on Rolando's grade-level SMART goals in the domain of Number Sense and Operations, selecting promise standards (essential

standards) that are aligned with each team's established SMART goals, unpacking the standards, developing common formative assessments, implementing & sharing best practices, and providing targeted intervention. This work will be documented in Rolando's Promise Standards Plan.

- Assessment: Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- Data Analysis: Staff will participate in data days to monitor student progress and identify specific learning needs.
- Intervention: Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and Tier 1 & 2 intervention to ensure mastery of Math promise standards. Purchase Reflex Math or other research based online math subscriptions to provide targeted Tier 2 intervention for identified students. Offer before/after school tutoring.
- All staff will focus on the development of specific reading and thinking strategies aligned with the California State Standards.
- Professional development opportunities will be provided (in-house and travel).
- Teacher Leadership Team will be established and meet on a regular basis to monitor progress and plan next steps for professional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

565.31

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2. All students will engage in Number Talks 2 - 3 times per week (short exercises aimed at building conceptual meaning around numbers. They encourage students to visualize problem solving, calculate quickly, use higher level thinking, and be flexible in the math strategies).

- Select teachers will work with District Resource Teacher to deepen understanding of Number Talks.
- Professional learning will be offered during staff meetings, SLDs, and grade-level team meetings.
- IDS teacher will conduct coaching cycles.
- Targeted intervention groups with a focus our identified subgroups will be implemented with the support of paraprofessionals, site sub, and student helper.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

English Language Learners

Strategy/Activity

3. We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs)

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk 80% during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- We will monitor English Learner progress and provide timely and systematic intervention.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August. of the new school year.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.
- Teachers will collaborate with District EL Resource Teacher to identify and implement effective teaching/learning strategies for newcomers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

Students with Disabilities

Strategy/Activity

4. We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- Special Education team will collaborate with district program managers on a weekly basis.
- Special Education team will meet weekly to analyze student data, IEP goals, progress, and effective teaching strategies.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SAI and Gen Ed teachers will collaborate and begin to co-teach Essential Standards lessons.
- SBAC and District benchmark data will be analyzed by in the early part of the new school year to determine placement in intensive intervention program (Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level).
- Students performing below grade level in math skills will receive targeted math instruction in small groups 2 - 3 times per week to address their assessed needs.
- Special Education team will meet weekly with principal to monitor and ensure appropriate allocation of resources, timelines, and student needs are being met.
- Two 30 min. universal "Essential Standards" time will be implemented twice per week. During this time, all students will participate in general education classes for exposure to essential standards with strategic support and co-teaching with support staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5. Our site will utilize the Framework for Powerful Learning to develop a common language and shared vision for powerful learning and the cycle of professional learning.

- Instructional Data Support (IDS) teacher will co-teach with all teachers utilizing coaching cycles.
- IDS teacher will collaborate with grade-level and department teams.
- IDS teacher will collaborate with principal to develop and provide staff with professional development.

- IDS teacher will assist staff in examining i-Ready data.
- A site-wide powerful practice will be strategically selected, studied, universally implemented, and monitored.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

All Students

Strategy/Activity

6. Consistent use of i-Ready.

- Teachers will monitor student usage, average lessons completed, average percentage of lessons passed on a weekly basis.
- IDS teacher will assist staff in examining i-Ready data.
- Teachers will use i-Ready Data to assist in providing appropriate interventions.
- i-Ready diagnostic will be administered 3 times throughout the year to track learning progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2022-23 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

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2021-2022, Rolando's rate of chronic absenteeism was 34.24%.	In 2022-2023, Rolando will reduce its rate of chronic absenteeism by 1% to 33.24%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Hire a full time social worker.

- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Train Campus Attendants to use Restorative principles when intervening with students.
- Provide small group and 1:1 counseling for students.
- Provide professional development on a variety of topics; SEL, growth mindset, trauma informed care, PBIS, etc.

- Support students, families, and staff with student behaviors, specifically targeting positive intervention.
- Teach classroom Social Emotional Lessons (SEL).
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Monitor and collaborate with parents of chronically absent students to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Offer parent education on a variety of topics; SEL, school readiness, routines, anxiety, internet, social media, etc.
- Connect with local community agencies (City Hope, San Diego Youth Services, YMCA, Handle with Care, etc.) to provide social/emotional support for chronically absent students.
- Parent outreach.
- Implement Safe School Ambassadors, a student/staff collaborative anti-bullying program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

37,177

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2. Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance.

- Hire morning "gate greeter." This staff member welcomes students and families onto campus each morning.
- Walk/Jog and basketball for families before school provides an opportunity for students and parents to exercise and build relationships before school. Participating students are early to school, and therefore not marked tardy.
- Conduct daily sweep/check where a staff member checks in with each classroom after the morning pledges to ensure student's basic needs are met.
- All teachers welcome students into their classrooms with a morning greeting routine, including greeting each student by name.
- All teachers hold classroom relationship building circles at a minimum of once per week.

- Staff members strategically select students to check-in with on a daily basis, in an effort to build positive relationships and support as needed.
- Provide time with therapy dog for students with chronic attendance issues in an effort to help these students build relationships and connections with the school campus.
- Connect with local community agencies (City Hope, Family Wellness Center) to provide social/emotional support for chronically absent students.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Implement Character Circle on Fridays; whole school outdoor community building assembly for students and parents celebrating character, academics, and other successes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
1,651.42	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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2022-23 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

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning
- Sense of Community
- Sense of Safety

The number of students suspended will decrease from 0.86% to 0.5%

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	<p>The percentage of students who responded favorably in the domains listed below are as follows:</p> <ul style="list-style-type: none"> Culture/Climate - 86.05% Growth Mindset - 70.54% Self-Management- 67.45% Self-Efficacy- 79.07% Social Awareness- 80.62% 	<p>The percentage of students who respond favorably will increase to the following percentages in each domain:</p> <ul style="list-style-type: none"> Culture/Climate - 88% Growth Mindset - 72% Self-Management- 70% Self-Efficacy- 81% Social Awareness- 82%
Annual Parent Survey Results	The percentage of parents who responded favorably in the	The percentage of parents who respond favorably will increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>domains listed below are as follows:</p> <p>Support for Academic Learning - 90% with 7% neither agree/disagree Sense of Community - 83% with 13% neither agree/disagree Sense of Safety - 88% with 8% neither agree/disagree</p>	<p>to the following percentages in each domain:</p> <p>Support for Academic Learning - 92% Sense of Community - 85% Sense of Safety - 90%</p>
Suspension Data	The suspension rate for Rolando Elementary for the 2021-2022 school year is 0.86%	The percentage of students suspended will decrease to 0.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Hire a full time social worker.

- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Train Campus Attendants to use Restorative principles when intervening with students.
- Provide small group and 1:1 counseling for students to meet social-emotional needs.
- Provide professional development on a variety of topics; SEL, growth mindset, trauma informed care, PBIS, etc.
- Support students, families, and staff with student behaviors, specifically targeting positive intervention.
- Teach classroom Social Emotional Lessons (SEL).
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Monitor and collaborate with parents of chronically absent students to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.

- Offer parent education on a variety of topics; SEL, school readiness, routines, anxiety, internet, social media, etc.
- Connect with local community agencies (City Hope, San Diego Youth Services, YMCA, Handle with Care, etc.) to provide social/emotional support for chronically absent students.
- Parent outreach.
- Implement Safe School Ambassadors, a student/staff collaborative anti-bullying program. Research additional anti-bullying systems and offer parent education on the topic of bullying.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Families

Strategy/Activity

2. To ensure our families are partners, opportunities for families to be involved at Rolando, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff (Math Night, Science Night, Reading Night, Family Lunches, Back to School Night, Open House, etc).
- Increase participation of 4th - 6th grade families in school events.
- Increase PTA presence around campus during school hours and events.
- Welcome and encourage adult volunteers in classrooms.
- Provide Wednesday Morning workshop each week where families are invited to our Family Workroom to help teachers with projects such as cutting, gluing, copying, grading papers, stapling, etc. Younger siblings are welcome to attend.
- Offer opportunities for families to volunteer from home with projects such as cutting, gluing, grading papers, stapling, etc
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff and site social worker to determine and implement best practices in parent education.
- Expand our work around equity with school committees such as ELAC, SSC, PTA, and parent education opportunities.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates throughout the school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.
- Work with district, community agencies, and social worker to provide parent education on a variety of dates/times (mornings and evenings) on topics including: supporting your child academically, fostering self-esteem in your child, communicating to connect, and other topics parents express interest in.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

All Families

Strategy/Activity

- 3. Provide student safety during arrival, dismissal and throughout the school day.
 - Provide staff with walkie talkies for the safety of those supervising students.
 - Implement a comprehensive staff supervision schedule.
 - Offer traffic, bus, and gate supervision and purchase necessary materials.
 - Organize, train, and support Safety Patrol.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

635

Title I
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- 4. Staff will research and focus on Tier 1 positive behavior supports for all students.
 - Investigate and implement alternatives to students being sent out of class for negative behavior.
 - Staff will continue a book study of How to Train a Llama, a book which focuses on building relationships, teaching and implementing routines & systems, and positive behavior intervention strategies.
 - School staff will partner with District Support Providers to gain skills and strategies focused on PBIS that will help address chronic and/or extreme negative behaviors. Staff will reward students with Rolando University Bucks, a school-wide currency. Rewards will be provided throughout the school year for students to purchase with University Bucks.

- Staff will establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Staff will be involved in Professional development and consistent implementation of Sanford Harmony, a research based program which identifies practical strategies, stories, activities, and lessons for improving relationships, teaching empathy, increasing student confidence and reducing bullying. Sanford Harmony Unit topics include: Being my best self, valuing each other, Communicating with each other, valuing each other, learning from each other, and supporting our community.
- Staff will research, teach, and reinforce growth mindset.
- School staff will explicitly teach, model, and encourage "Rolando 17." 17 universal expectations which define expected routines and behaviors, including the 6 pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship).
- Staff will regularly recognize students for exemplifying character with Character Praise Notes. Character Praise Notes will randomly be selected during Friday Character Circle for student rewards.
- Character Award assemblies will be held six times throughout the year to highlight outstanding character and growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5. We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, weekly videos, weekly announcements on school website, Jupiter Grades, Friday Folders, and student planners to enhance, home/school communication.
- Utilize apps such as Class Dojo, Google Classroom, and Jupiter Grades to enhance home/school communication.
- Facilitate communication between students and their families using student planners.
- Research and locate easily accessible translation services for multiple languages (Pashto, Farsi, Dari, Arabic, Persian, Vietnamese, Tagalog, etc.)
- Develop a systematic process to communicate with families who speak languages other than English and Spanish.
- PTA monthly newsletters.

- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.
- Monthly parent forums will be held alternating between morning and evenings with the principal and PTA to inform Rolando community and elicit parent input.
- Maintain, and utilize social media website updates, Twitter feed, Facebook, Instagram, and other social media platforms to foster communication with parents and families specifically, and the community at large.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

All Students

Strategy/Activity

6. Foster a sense of community in which all families have access, opportunities, and supports to thrive in school.

- Staff will participate in equity training through professional development related to Cultural Proficiency.
- Use the Cultural Proficiency Template as a guide when planning instruction, events, and communication.
- Staff and other stakeholder groups will discuss and plan opportunities for all students and families to have access to community events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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	\$122,329.73
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,329.73

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	\$120,678.31
Title I Part A: Parent Involvement	\$1,651.42

Subtotal of additional federal funds included for this school: \$122,329.73

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$122,329.73

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	120,678.31	0.00
Title I Part A: Parent Involvement	1,651.42	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	120,678.31
Title I Part A: Parent Involvement	1,651.42

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	119,076.42
2000-2999: Classified Personnel Salaries	2,053.00
4000-4999: Books And Supplies	635.00
5000-5999: Services And Other Operating Expenditures	565.31

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	117,425.00
2000-2999: Classified Personnel Salaries	Title I	2,053.00
4000-4999: Books And Supplies	Title I	635.00
5000-5999: Services And Other Operating Expenditures	Title I	565.31
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,651.42

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,301.00
Goal 2	565.31
Goal 3	38,828.42
Goal 4	635.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Noelle Suffield	Principal
Amy Thomason	Classroom Teacher
Joe Clingan	Classroom Teacher
Caren Sebok	Classroom Teacher
Debi Adcock	Other School Staff
Kimberly Bearss	Parent or Community Member
Cinthia Guzman	Parent or Community Member
Mikaela Smith	Parent or Community Member
Mario Duff	Parent or Community Member
Lory Beck	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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/22.

Attested:



Principal, Noelle Suffield on 5/19/22



SSC Chairperson, Joe Clingan on 5/19/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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