

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rolando Elementary School	37-68197-6038574	May 26, 2023	June 20, 2023

## Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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 2022-23 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 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom 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.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :

- Support for academic learning
- School safety
- Belonging in the school Community

Parent data indicated a desire for more opportunities to participate in school activities as well as the ability to take parent concerns seriously. Teacher data displayed the desire for more training and direction in Restorative Practices.

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 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.

### **District/Site Collaborative 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.

### **Formal Classroom Observations:**

To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

### **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.

### **Peer Observations:**

Ghost walks and peer-to-peer observations provide organized processes for viewing a school's classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

## **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 (PLCs), 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: comprehension of grade level informational text, standards based instruction, and 6 exceptional systems.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)

Intro to Google Classrooms

Project Based Learning

Math Expressions: Getting Started

Environmental Literacy for Social Studies

Daily 5 Routine for Running Small Group Rotation

Amplify: Analyzing Student Work

High Leverage ELD Strategies

Number Talks and Dot Talks

Supporting Diverse Learners

Virtual Manipulatives in Math Instruction

Minimizing Math Anxiety

Redefining Classroom Management

Social Emotional Learning in PE

Informational Text in PE

Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

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. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' 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.

Staff development focuses on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- District wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, behavior, social emotional learning and mental health

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 2023-24 school year will focus on comprehension of grade level informational text, standards based instruction, and 6 exceptional systems.

## 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 around 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), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), 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 2023-24, 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)

Second Step Curriculum for Social-Emotional Learning

i-Ready

Razz Plus

Lexia Core 5 Reading

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

## 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 representatives from each site to the district-level parent advisory committees, known as the District Parent 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 the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners' meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (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 provide Safety Patrol support provided by classified staff members.
- Title I funds will be used to provide a morning greeter to welcome families onto campus each morning.
- Title I funds will be used to provide Walk/Jog support provided by classified staff members who welcome families to join in daily exercise before school each day.

## 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.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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 2023-24 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, 19, 2023, 2:15 p.m.
- SSC # 4 Meeting, April, 19, 2023, 3:15 p.m. SSC #5 May 24, 2023, 3:15 p.m.
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: April 25, 2023 and May 9, 2023, 2:45 p.m.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: PTA Meeting, April 20, 2023, 6:00 p.m.. Leadership Team Meeting, May 2, 2023, 2:45 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:

Resource inequities were found in the student group, students with disabilities in the area of ELA. Title I funds were allocated to a reading intervention teacher who was not consistently available to teach and provide professional development for staff. This led to one of our site subs being removed from the position of supporting staff release days to discuss student achievement to the position of providing reading support using the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program.

All attendance supports were implemented as stated, but were not specifically focused on the student groups identified as Additional Targeted Support and Improvement (ATSI).

There was a turnover in the front office staff which impacted our ability to research and purchase additional technology programs, offer before/after school tutoring, scheduling for math essential standards time in the area of math. In addition, lack of substitutes impacted our ability to provide consistent teacher release days to support collaboration specifically focused on math essential standards.

The turnover in office staff effected our ability to monitor attendance closely.

There was a turnover in front office staff, custodial staff, and campus attendants which affected the daily operation of our site as well as an impact on the amount of time the principal spent on daily logistical operations as opposed to instructional leadership, monitoring, and observation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.44%	0.22%	1	2	1
African American	8.9%	9.23%	6.9%	42	42	31
Asian	5.9%	5.93%	6.68%	28	27	30
Filipino	1.7%	1.98%	1.34%	8	9	6
Hispanic/Latino	46.7%	45.27%	49%	220	206	220
Pacific Islander	%	%	0%			0
White	27.4%	27.91%	29.4%	129	127	132
Multiple/No Response	9.1%	8.13%	6.46%	43	37	29
	<b>Total Enrollment</b>			471	455	449

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	70	72
Grade 1	80	67	66
Grade 2	82	80	65
Grade3	81	83	78
Grade 4	58	54	64
Grade 5	56	56	52
Grade 6	46	45	52
<b>Total Enrollment</b>	471	455	449

### The conclusions based on this data

1. I noticed we have declining enrollment, which effects the number of classes in each grade level and combos have resulted from this decline.
2. Enrollment in grades 4 - 6 declines significantly from grades TK - 3.
3. The largest student group in our school community is the Hispanic/Latino student group.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	57	55	58	12.10%	12.1%	12.9%
Fluent English Proficient (FEP)	20	26	25	4.20%	5.7%	5.6%
Reclassified Fluent English Proficient (RFEP)	7		3	12.3%		4.5%

### The conclusions based on this data

1. Enrollment of English Language Learners remains steady at Rolando, however the number of newcomers has increased.
2. English Learners enrolling as Fluent English Proficient (FEP) remains at 25%.
3. The number of English Learners reclassified as Fluent English Proficient (RFEP) decreased by 4 students in 2022/23 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	80		0	80		0	80		0.0	100.0	
Grade 4	58	55		0	52		0	52		0.0	94.5	
Grade 5	51	59		0	56		0	56		0.0	94.9	
Grade 6	45	46		0	42		0	42		0.0	91.3	
All Grades	233	240		0	230		0	230		0.0	95.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.			17.50			31.25			23.75			27.50	
Grade 4		2441.			17.31			19.23			30.77			32.69	
Grade 5		2491.			21.43			23.21			17.86			37.50	
Grade 6		2509.			7.14			35.71			30.95			26.19	
All Grades	N/A	N/A	N/A		16.52			27.39			25.22			30.87	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.00			63.75			21.25	
Grade 4		9.62			71.15			19.23	
Grade 5		23.21			60.71			16.07	
Grade 6		11.90			52.38			35.71	
All Grades		15.22			62.61			22.17	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			51.25			36.25	
Grade 4		13.46			61.54			25.00	
Grade 5		14.29			51.79			33.93	
Grade 6		4.76			59.52			35.71	
All Grades		11.74			55.22			33.04	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.75			72.50			13.75	
Grade 4		9.62			73.08			17.31	
Grade 5		14.29			75.00			10.71	
Grade 6		16.67			71.43			11.90	
All Grades		13.48			73.04			13.48	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00			62.50			27.50	
Grade 4		11.54			67.31			21.15	
Grade 5		8.93			76.79			14.29	
Grade 6		11.90			76.19			11.90	
All Grades		10.43			69.57			20.00	

**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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	80		0	80		0	80		0.0	100.0	
Grade 4	58	55		0	55		0	55		0.0	100.0	
Grade 5	51	59		0	59		0	59		0.0	100.0	
Grade 6	45	46		0	45		0	45		0.0	97.8	
All Grades	233	240		0	239		0	239		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2420.			17.50			30.00			25.00			27.50	
Grade 4		2437.			9.09			20.00			30.91			40.00	
Grade 5		2468.			13.56			15.25			23.73			47.46	
Grade 6		2481.			8.89			20.00			26.67			44.44	
All Grades	N/A	N/A	N/A		12.97			22.18			26.36			38.49	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			46.25			28.75	
Grade 4		10.91			50.91			38.18	
Grade 5		15.25			40.68			44.07	
Grade 6		6.67			37.78			55.56	
All Grades		15.90			44.35			39.75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.25			61.25			22.50	
Grade 4		5.45			52.73			41.82	
Grade 5		15.25			42.37			42.37	
Grade 6		6.67			51.11			42.22	
All Grades		11.72			52.72			35.56	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.50			60.00			22.50	
Grade 4		7.27			54.55			38.18	
Grade 5		10.17			52.54			37.29	
Grade 6		6.67			64.44			28.89	
All Grades		11.30			57.74			30.96	

**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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1424.0	*		1434.2	*		1400.2	*		13	6	
<b>1</b>	*	1440.2		*	1451.4		*	1428.2		6	16	
<b>2</b>	1500.8	*		1496.8	*		1504.2	*		11	9	
<b>3</b>	*	1505.9		*	1503.5		*	1507.9		9	11	
<b>4</b>	*	*		*	*		*	*		8	10	
<b>5</b>	*	*		*	*		*	*		7	4	
<b>6</b>	*	*		*	*		*	*		9	9	
<b>All Grades</b>										63	65	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	15.38	*		38.46	*		30.77	*		15.38	*		13	*	
<b>1</b>	*	18.75		*	18.75		*	25.00		*	37.50		*	16	
<b>2</b>	27.27	*		54.55	*		9.09	*		9.09	*		11	*	
<b>3</b>	*	18.18		*	63.64		*	0.00		*	18.18		*	11	
<b>4</b>	*	*		*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*		*	*	
<b>6</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	20.63	15.38		44.44	32.31		23.81	23.08		11.11	29.23		63	65	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	*		38.46	*		15.38	*		23.08	*		13	*	
1	*	25.00		*	12.50		*	25.00		*	37.50		*	16	
2	45.45	*		36.36	*		18.18	*		0.00	*		11	*	
3	*	36.36		*	45.45		*	18.18		*	0.00		*	11	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	39.68	30.77		39.68	26.15		12.70	23.08		7.94	20.00		63	65	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		23.08	*		46.15	*		23.08	*		13	*	
1	*	18.75		*	12.50		*	25.00		*	43.75		*	16	
2	18.18	*		54.55	*		18.18	*		9.09	*		11	*	
3	*	9.09		*	45.45		*	27.27		*	18.18		*	11	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	14.29	9.23		25.40	27.69		41.27	27.69		19.05	35.38		63	65	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	*		61.54	*		15.38	*		13	*	
1	*	25.00		*	43.75		*	31.25		*	16	
2	50.00	*		50.00	*		0.00	*		10	*	
3	*	54.55		*	45.45		*	0.00		*	11	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	32.79	26.15		63.93	53.85		3.28	20.00		61	65	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		69.23	*		23.08	*		13	*	
1	*	25.00		*	37.50		*	37.50		*	16	
2	36.36	*		63.64	*		0.00	*		11	*	
3	*	45.45		*	54.55		*	0.00		*	11	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	42.86	32.31		47.62	44.62		9.52	23.08		63	65	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		76.92	*		15.38	*		13	*	
1	*	25.00		*	25.00		*	50.00		*	16	
2	50.00	*		40.00	*		10.00	*		10	*	
3	*	9.09		*	63.64		*	27.27		*	11	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	17.74	13.85		53.23	44.62		29.03	41.54		62	65	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.77	*		38.46	*		30.77	*		13	*	
1	*	6.25		*	62.50		*	31.25		*	16	
2	45.45	*		45.45	*		9.09	*		11	*	
3	*	9.09		*	72.73		*	18.18		*	11	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	22.22	12.31		58.73	55.38		19.05	32.31		63	65	

**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.

3. Conclusions will be drawn when ELPAC results become available.

# 2022-23 Annual Review

## 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 44.1% to 47.1%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 23.08% to 31.08%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 36.31% to 44.31%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 11.43% to 19.43%.

### 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%.

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%.

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%.

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%.

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Rolando's goals were based on end of the year iReady data. However, progress as of March 2023 indicated students have exceeded end of the year goal in reading. 53% of students performed at or above grade level in Reading, exceeding our goal by 3%. 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 focusing on comprehension of informational text, close reading, and they cycle of professional learning. 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, 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 with a focus on comprehension of informational text and the strategy of close reading, including text-dependent questions.

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, triad meetings with Instructional Data Support (IDS) teacher, principal, and teacher, 1:1 meetings with IDS teacher and classroom teacher, 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. At least one coaching cycle this year focused on the area of comprehension of informational text.

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

Title I funds were allocated to a reading intervention teacher who was not consistently available to teach and provide professional development for staff.

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.

We will be measuring iReady Diagnostic 2 data when considering our matrix moving forward. Evidence based strategies for increasing student achievement have been added to increase learner outcomes, including the addition of 100% trained site sub to support teachers in providing small group flexible intervention using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). LCFF and Title I funds will be used to supplement strategies and actions and will continue to be closely tracked and monitored for effectiveness.



# 2022-23 Annual Review

## 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 35.29% to 38.29%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 20% to 28%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 27.71% to 35.71%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 14.29% to 22.29.

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%.

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Rolando's goals were based on end of the year iReady data. However, progress as of March 2023 indicated students have made significant progress towards the end of the year goal in math. 35% of students performed at or above grade level in Math, with only 7% increase to meet our end of the year goal. 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 focusing on comprehension of informational text, close reading, and they cycle of professional learning. 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, triad meetings with Instructional Data Support (IDS) teacher, principal, and teacher, 1:1 meetings with IDS teacher and classroom teacher, 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. At least one coaching cycle this year focused on the area of math.

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

Title I funds were allocated during the school year to provide a math consultant who prepped and co-taught classroom lessons and offered professional development for staff.

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.

We will be measuring iReady Diagnostic 2 data when considering our matrix moving forward. Evidence based strategies for increasing student achievement have been added to increase this learner outcomes, including the addition of 100% trained site sub to support teachers in providing targeted instruction based on iReady data. LCFF and Title I funds will be used to supplement strategies and actions and will continue to be closely tracked and monitored for effectiveness.

# 2022-23 Annual Review

## 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% to 33.24%.

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Although we exceeded our goal in decreasing our chronic absenteeism rate, attendance was an area of weakness this year. Our chronic absenteeism decreased from 34.24% to 31.15%. 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, home visits, and SART meetings conducted. Incentives, bussing, ESS, and contracts were offered to families in need. Based on ATSI data, we will be adding a goal to monitor these students with disabilities, African American students, and students with 2 or more races.

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.

We will continue the work outlined in our SPSA as it has proven to be effective, in addition to establishing an attendance team to closely monitor attendance and provide supports. To support our ATSI groups (SWD, AA, 2 or more races), we will be adding a goal and strategy to monitor their chronic absentee rate next year

# 2022-23 Annual Review

## 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 from 80.62% to 83.62%

Growth Mindset from 70.54% to 73.54%

Self-Management from 86.05% to 89.05%

Self-Efficacy from 67.45% to 70.45%

Social Awareness from 79.07% to 82.07%

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

Support for Academic Learning from 90% to 93%

Sense of Community from 88% to 91%

Sense of Safety from 85% to 88%

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

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

According to the CORE SEL Survey completed by 4th - 6th grade students, the percentage of students who responded favorably in the domains of Self-Efficacy and Social Awareness increased. Much like the district average, we saw a decrease in the domains of Growth Mindset and Self Management. Our students rated our Culture/Climate just about the same from the Fall to Spring. We consistently implemented 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. Our full time social worker provided 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 remains low with a minimal increase from .86% to 1.59%, less than 1%. 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 as well as students new to the school throughout the year to develop a relationship with and mentor. University Bucks were introduced and used to reward students exhibiting expected 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.

Parent survey data indicates the overall sense of safety, support for academic learning, and overall sense of community continue to remain strong with 89%, 87%, and 79% responding favorably and 7%, 8%, and 13% responding neutral, respectively. Families are currently invited to 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 offered during various times throughout the day and evening. 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. Rolando was able to purchase a subscription to a web-based program called Smore, which formats our weekly messages to be easily accessible on phones, tablets, and computers, in addition to providing one touch translation for many languages. 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 Leadership Team.

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 large participation rates. PTA was able to host events such as Welcome Back Meet & Greet, Fun Run, Family Lunch, Trunk or Treat, Holiday Craft Night, Sweetheart's Dance, Square 1 Art, Kona Ice, student assemblies, field trips, and 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.

Our staff did not implement Sanford Harmony curriculum with fidelity this year.

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

We plan to continue the work we are currently engaged in as well as implementing Sanford Harmony curriculum, games, and circles.

# 2023-24 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 above, at, or early on grade level on D2 i-Ready (ELA) will increase from 53% to 56%.

The percentage of English Learners in Grades K-6 scoring above, at, or early on grade level on i-Ready (ELA) will increase from 27% to 35%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring above, at, or early on grade level on i-Ready (ELA) will increase from 44% to 52%.

The percentage of students with disabilities in Grades K-6 scoring above, at, or early on grade level on i-Ready (ELA) will increase from 32% to 40%.

## 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>ALL students - 53%</p> <p>English Learners - 27%</p> <p>Socioeconomically Disadvantaged Students - 44%</p> <p>Students with Disabilities - 32%</p>	<p>ALL students - 56%</p> <p>English Learners - 35%</p> <p>Socioeconomically Disadvantaged Students - 52%</p> <p>Students with Disabilities - 40%</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 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 Instructional Leadership Team will 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)
0	
6,000	1000-1999: Certificated Personnel Salaries Certificated release days & professional development (from Title 1 carryover)
1,200	5000-5999: Services And Other Operating Expenditures NEU Subscription (from Title 1 carryover)

### Strategy/Activity 2

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

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

At Risk Students

#### Strategy/Activity

2. We will hire a 100% Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) site substitute who will be trained to support teachers in:

- Providing Tier 2 intervention for targeted Kindergarten - 2nd grade students.
- Monitoring progress of targeted subgroups to ensure targeted intervention.
- Providing 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)

49,136

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

Full time Site Sub to support SIPPS Intervention

### Strategy/Activity 3

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

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

Students with Disabilities

#### Strategy/Activity

3. 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.
- Align pull out groups with appropriate instruction in the general education classroom
- Unified curriculum across intervention and SAI
- Build in collaboration time on release days for SAI and gen ed
- SAI teachers share caseload based on academic level as well as grade to allow services that are fluid, offering more targeted small group instruction.
- Consistent strategies (close reading) across classrooms, SAI teacher uses consistent procedures (annotation checklists, editing checklists)
- An emphasis on push-in services when appropriate with tailored modifications so that students have consistency across instruction and will require less time to transition into new groups.
- Offer additional SIPPS instruction after school for targeted instruction.
- 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 for co-teaching 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. Read Well, FLEX, SIPPS, 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.

**Proposed Expenditures for this Strategy/Activity**

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

All Students

Strategy/Activity

4. 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.
- Utilize site sub for support of daily reading group instruction.
- Hire 1 student helper to support daily reading group instruction.
- Utilize paraprofessionals for supporting daily reading group instruction.
- SAI teachers will collaborate with general education teachers to optimize reading instruction.
- Monitor progress through Literably and iReady.

**Proposed Expenditures for this Strategy/Activity**

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

13,130	LCFF 2000-2999: Classified Personnel Salaries LLRT 1 additional hour daily
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3,000	LCFF 2000-2999: Classified Personnel Salaries Student Helper
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**Strategy/Activity 5**

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

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

## English Learners

### Strategy/Activity

5. We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs) and support all newcomers in learning basic vocabulary and conversational skills to communicate with teachers, peers and be able to participate in academic areas.

- Students will be clustered by EL Proficiency level for designated ELD instruction.
- 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.
- Teacher teams 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.
- Imagine Learning will be provided to English Learners with an overall ELPAC score of 1 or 2.
- Lexia will be provided to English Learners with an overall ELPAC score of 2 or 3.
- iReady will be provided to English Learners with on overall ELPAC score of 3 or 4.
- Hire 1 Site Sub to provide additional support to teachers, specifically for newcomers using the Newcomer Toolkit and "Hello"
- Establish an EL team which will research effective teaching/learning strategies for newcomers, monitor student progress and meet the basic needs of newcomers at school (Imagine Learning, Lexia, iReady, and Literably), and provide Take Home Bags for Newcomers to practice English including white boards, books, flashcards, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Imagine Learning Licenses for English Learners at a score of 1 or 2

2,000

LCFF

5000-5999: Services And Other Operating Expenditures  
Lexia Licenses for English Learners at a score of 3

## 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

7. Use i-Ready to guide instruction.

- 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 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)

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

8. Teachers will utilize strategies from "Teaching Practices from America's Best Urban Schools" to promote engagement, understanding, and independence for all learners during ELA

- Classroom walk-throughs will be conducted to observe, analyze, and calibrate evidence of high-quality teaching and learning.
- Teachers will collaborate on and implement focus on understanding and mastery and promoting clarity to promote learning, generate depth of understanding, enhance the cognitive tasks during ELA lessons

#### **Proposed Expenditures for this Strategy/Activity**

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

# 2023-24 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 above, at, or early on grade level on i-Ready (Math) will increase from 35% to 38%.

The percentage of English Learners in Grades K-6 scoring above, at, or early on grade level on i-Ready (Math) will increase from 19% to 27%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring above, at, or early on grade level on i-Ready (Math) will increase from 26% to 34%.

The percentage of students with disabilities in Grades K-6 scoring above, at, or early on grade level on i-Ready (Math) will increase from 19% to 27%.

## 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 - % of students at or above grade level (All grades)	<p>ALL students - 35%</p> <p>English Learners - 19%</p> <p>Socioeconomically Disadvantaged Students - 26%</p> <p>Students with Disabilities - 19%</p>	<p>ALL students - 38%</p> <p>English Learners - 27%</p> <p>Socioeconomically Disadvantaged Students - 34%</p> <p>Students with Disabilities - 27%</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 through:
  - 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 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 based on identified student needs according to iReady and SBAC data, 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 technology programs (e.g. Reflex Math, Delta 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 Instructional Leadership Team will 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)

2,000

Title I  
5000-5999: Services And Other Operating Expenditures  
Technology Programs

**Strategy/Activity 2**

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

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

Students with Disabilities

**Strategy/Activity**

2. 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 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.
- SAI teachers will closely monitor student progress towards standards mastery.
- Bi-weekly collaboration with teaching teams will be held to determine math essential standards for each Chapter/Unit aligning with pull out instruction.
- SAI Team will create push-in schedule for grade level bands. Gen Ed classrooms to adjust schedules accordingly to include flexible grouping of students with disabilities to align with push in support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 3**

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

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

English 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.
- Site Sub will provide additional support to teachers, specifically for newcomers using the Newcomer Toolkit and "Hello"

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
49,136	Title I 1000-1999: Certificated Personnel Salaries Site sub to support teachers with newcomers

**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. 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)
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**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. A school-wide system of differentiated instruction and interventions will be put into place to help students master math standards based on iReady use and data.

- 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.
- Site Sub will be used to support teachers with identified at risk students based on iReady data.
- Teachers will utilize iReady targeted supplemental lessons to support intervention at home and at school
- Teachers will meet individually with at-risk students and conduct math data chats each trimester to set short-term and long-term goals

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
site sub to support teachers with small group  
math intervention (duplicate cost from strategy  
3)

### 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. Teachers will utilize strategies from "Teaching Practices from America's Best Urban Schools" to promote engagement, understanding, and independence for all learners during math

- Classroom walk-throughs will be conducted to observe, analyze, and calibrate evidence of high-quality teaching and learning
- Teachers will collaborate on and implement focus on understanding and mastery and promoting clarity to promote learning, generate depth of understanding, enhance the cognitive tasks in math lessons

### Proposed Expenditures for this Strategy/Activity

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

# 2023-24 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	<p>In 2022-2023, Rolando's rate of chronic absenteeism was 31.15%.</p> <p>Students with disabilities 32%                      Black/African American 25.5%                      Students of Multiple Races/Two or More 25.6%</p>	<p>In 2023-2024, Rolando's will reduce its rate of chronic absenteeism by 1% to 30.15%.</p> <p>Students with disabilities 31%                      Black/African American 24.5%                      Students of Multiple Races/Two or More 24.6%</p>

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

## Strategy/Activity 1

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

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

Students with Disabilities, Black students, and students with 2 or more races

### Strategy/Activity

Establish an Attendance Team that includes Health Tech, Social Worker, and teacher representatives to:

- Call families regarding absenteeism, targeting families with chronic absenteeism. Provide supports such as alarm clocks, transportation, Extended School Services (ESS), and other supports as needed.

- Educate families on procedures and policies related to student absences such as, when to call in student absences as well as knowing what is excused and what is not excused.
- Set personal goals with students and families who are chronically absent and provide incentives accordingly

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**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. Continue to utilize our full time social worker to increase connectedness to school by:
  - Working 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; Social Emotional Learning (SEL), growth mindset, trauma informed care, PBIS, etc.
  - Support students, families, and staff with student behaviors, specifically targeting positive intervention.
  - Teach classroom SEL Lessons.
  - 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.
  - Provide monthly incentives for students meeting attendance goals.
  - Welcome phone calls to families within the first week of attending school to connect with families and assess for potential needs.
  - Check in with each new student on the first in-person day at school.
  - Collaborate with support staff on a weekly basis.

- Support Student Study Team meetings, 504s, and Response to Intervention.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
1,800	Title I Attendance incentives
1,000	Title I Parent Engagement and Education

**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**

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)

5,000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Morning gate greeter



# 2023-24 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 76.04%
- Growth Mindset 63.41%
- Self-Management 54.23%
- Self-Efficacy 52.22%
- Social Awareness 62.53%

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

- Support for Academic Learning 89% with 7% neutral
- Sense of Community 87% with 9% neutral
- Sense of Safety 79% with 13% neutral

The number of students suspended will decrease from 1.59% to 1.09%

## 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"> <li>Culture/Climate - 76.04%</li> <li>Growth Mindset - 63.41%</li> <li>Self-Management- 54.23%</li> <li>Self-Efficacy- 52.22%</li> <li>Social Awareness- 62.53%</li> </ul>	<p>The percentage of students who respond favorably will increase to the following percentages in each domain:</p> <ul style="list-style-type: none"> <li>Culture/Climate - 79.04%</li> <li>Growth Mindset - 66.41%</li> <li>Self-Management- 57.23%</li> <li>Self-Efficacy- 55.22%</li> <li>Social Awareness- 65.53%</li> </ul>
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 - 89%</p> <p>Sense of Community - 87%</p> <p>Sense of Safety - 79%</p>	<p>to the following percentages in each domain:</p> <p>Support for Academic Learning - 92%</p> <p>Sense of Community - 90%</p> <p>Sense of Safety - 82%</p>
Suspension Data	The suspension rate for [School Name] for the 2022-2023 school year is 1.59%	The percentage of students suspended will decrease to 1.09%

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. We will continue to utilize our full time social worker to increase the sense of community, climate of respect, belonging, connectedness and safety for our students and families, as well as their overall wellness. Our social worker will:

- 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, Harmony SEL, growth mindset, trauma informed care, PBIS, etc.
- Support students, families, and staff with student behaviors, specifically targeting positive intervention.
- Teach classroom SEL Lessons.
- 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.
- Collaborate with support team in developing 504 plans.
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- 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.
- 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)

**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. Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by:
- Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students
  - Coordinating without outside organizations and assist parents in utilizing community service and other resources
  - Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school

**Proposed Expenditures for this Strategy/Activity**

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

1,589.62

Title I Part A: Parent Involvement  
2000-2999: Classified Personnel Salaries  
Parent Liaison

**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. To ensure our families are partners, opportunities for families to be involved at Rolando, parent education and training will be offered through:
- A variety of parent events establishing relationships with school staff (Math Night, STEAM 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 English Language Advisory Committee (ELAC) and School Site Council (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 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. Provide student safety during arrival, dismissal and throughout the school day.
- 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)

**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. Staff will research and focus on Tier 1 positive behavior supports for all students to increase their sense of connectedness and safety by:

- Investigating 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.
- Establish, teach, and implement a school-wide consistent restorative behavior management plan.
- 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 SEL, 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, learning from each other, and supporting our community.
- Social-emotional learning lessons and activities using Sanford Harmony including daily class circles, in-class restorative circles and class meetings
- School staff will explicitly teach, model, and encourage "Rolando 18." 18 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 Awards will be given six times throughout the year during Friday Character Circle to highlight outstanding character and growth.
- Celebrate student success and achievement by awarding academic progress and growth during Friday Character Circles.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## 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. We will communicate with parents regularly about student progress and school activities in an effort to increase a sense of community and support for academic learning by:

- Utilizing parent information systems such as Blackboard Connect, Smore, weekly videos, weekly announcements on school website, Jupiter Grades, Friday Folders, and student planners to enhance, home/school communication.
- Utilizing 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.
- Incorporate PTA communication in Rolando's weekly blast.
- 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.
- Hire staff to create weekly videos to send out with newsletters.
- Classroom teachers will send home weekly communication regarding student progress, upcoming events, social-emotional focus area and academic focus/promise standards for math and language arts

### Proposed Expenditures for this Strategy/Activity

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

150

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Smore yearly subscription

5,000

LCFF  
2000-2999: Classified Personnel Salaries  
Video editing

## 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	\$116,496.70
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,141.62

## 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	\$114,072.00
Title I Part A: Parent Involvement	\$1,589.62

Subtotal of additional federal funds included for this school: \$115,661.62

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 (\$)
	\$7,200.00
LCFF	\$23,280.00

Subtotal of state or local funds included for this school: \$30,480.00

Total of federal, state, and/or local funds for this school: \$146,141.62



# 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		
Title I Part A: Parent Involvement		

## Expenditures by Funding Source

Funding Source	Amount
	7,200.00
LCFF	23,280.00
Title I	114,072.00
Title I Part A: Parent Involvement	1,589.62

## Expenditures by Budget Reference

Budget Reference	Amount
	2,800.00
1000-1999: Certificated Personnel Salaries	104,272.00
2000-2999: Classified Personnel Salaries	27,719.62
5000-5999: Services And Other Operating Expenditures	11,350.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries		6,000.00
5000-5999: Services And Other Operating Expenditures		1,200.00
2000-2999: Classified Personnel Salaries	LCFF	21,130.00

5000-5999: Services And Other Operating Expenditures	LCFF	2,150.00
	Title I	2,800.00
1000-1999: Certificated Personnel Salaries	Title I	98,272.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,589.62

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,466.00
Goal 2	51,136.00
Goal 3	7,800.00
Goal 4	6,739.62

# 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**

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 24, 2023.

Attested:



Principal, Noelle Suffield on May 24, 2023



SSC Chairperson, Crissa Campbell on May 24, 2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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