



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rolando Elementary School	37-68197-6038574	June 7, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Rolando Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) 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.

Educational Partner Involvement

How, when, and with whom did your Rolando Elementary 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 2024-25 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, 2024, 4:30 p.m.
- SSC # 4 Meeting, April, 19, 2024, 4:30 p.m. SSC #5 May 24, 2024, 4:30 p.m.
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: April 16, 2024 and May 28, 2024, 2:45 p.m.
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: PTA Meeting, April 18, 2024, 6:00 p.m.. Leadership Team Meeting, May 7, 2024, 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.

This section is required for all schools eligible for ATSI and CSI only.

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, Multiple Races and Black/African American in the area of chronic absences. Title I funds were allocated to a family liason and morning greeter who were consistently available to support communication efforts with families in regards to attendance and attendance plans. This proved to be effective with many of our families, but not as effective as we hoped for our Multiple Races and Black/African American students and families.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

ELA (Goal 1): The latest data reveals a downward trend in student achievement on the SBAC across all student groups except our students with disabilities group. Particularly striking is the fact that the percent of SWD demonstrating proficiency on SBAC more than doubled. There was evidence that all subgroups demonstrated an increase in student achievement on the iReady assessment. As per the CA Dashboard, we maintained student proficiency at -1. Our ELLs demonstrated a significant decline of 42.9 Points as per the CA Dashboard.

Math (Goal 2): Across all student groups, there was a substantial decline in math performance compared to previous years. This concerning drop means that Rolando students, regardless of background, are falling behind in their understanding of essential math concepts. As per the CA Dashboard our performance rates declined 7.6 points.

ELPI (ties with Goal 1): The data indicates that ELs require additional supports to accelerate their progress in ELA, Math and English proficiency. To address this need, we plan to implement a range of targeted strategies designed to accelerate the learning of ELs as follows. Designated English Language Development time with language support strategies that focus on building foundational skills while simultaneously supporting language development. This may include the use of visuals, real-world examples to enhance comprehension, using sentence frames and encouraging students to explain their reasoning in both verbal and written forms.

Chronic Absenteeism (Goal 3): 31.4% of our students chronically absent, declining by 2.2%. This data indicates that there is a very strong need to put systems and structures in place to greatly reduce chronic absenteeism. We will utilize home visits, and attendance incentives

Suspension (Goal 4): Last year 2.5% suspended at least one day, increasing by 1.8%. This year we have seen a dramatic decline in the number of suspensions. The strategies that we have put in place are inclusive of: holding regular Behavior Response to Intervention meetings to discuss student needs, the use of restorative practices and the implementation of a Wellness Center on campus where students can get the support they need in identifying strategies for students to utilize when escalated.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The students groups Multiple Races, Students with Disabilities and Black/African American were in the red performance category for Chronic Absenteeism. These student groups represent more than 15% of our student population. We plan to continue to implement strategies in place that are producing significantly improved outcomes for all student groups outlined in goal 3

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to SBAC and Dashboard data, Rolando regularly uses iReady diagnostic data, Literably, attendance records, data collected by classroom observational notes, student and staff surveys and PLC notes

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Rolando Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0
White	27.4%	27.91%	29.4%	129	127	132
Multiple/No Response	9.1%	8.13%	6.46%	43	37	29
Total Enrollment				471	455	449

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
Total Enrollment	471	455	449

Conclusions based on this data:

1. An increase in enrollment in K and 4th grade from 20/21-22/23
2. A decline in enrollment in grades 1st and 2nd from 20/21-22/23
3. There has been an over all decline in enrollment from 20/21-22/23

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	57	55	58	12.1%	12.1%	12.9%
Fluent English Proficient (FEP)	20	26	25	4.2%	5.7%	5.6%
Reclassified Fluent English Proficient (RFEP)	7		3	12.3%		4.5%

Conclusions based on this data:

1. We have maintained the same percentage of students identified as ELL from 20/21-22/23
2. There has been a decline in the number of students who are reclassified from 20/21-22/23

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	83	0	80	81	0	80	81	0.0	100.0	97.6
Grade 4	58	55	60	0	52	58	0	52	58	0.0	94.5	96.7
Grade 5	51	59	52	0	56	51	0	56	51	0.0	94.9	98.1
Grade 6	45	46	53	0	42	52	0	42	52	0.0	91.3	98.1
All Grades	233	240	248	0	230	242	0	230	242	0.0	95.8	97.6

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		2411.	2414.		17.50	24.69		31.25	14.81		23.75	28.40		27.50	32.10
Grade 4		2441.	2444.		17.31	17.24		19.23	24.14		30.77	25.86		32.69	32.76
Grade 5		2491.	2472.		21.43	9.80		23.21	25.49		17.86	21.57		37.50	43.14
Grade 6		2509.	2499.		7.14	13.46		35.71	21.15		30.95	32.69		26.19	32.69
All Grades	N/A	N/A	N/A		16.52	17.36		27.39	20.66		25.22	27.27		30.87	34.71

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	18.52		63.75	59.26		21.25	22.22
Grade 4		9.62	13.79		71.15	62.07		19.23	24.14
Grade 5		23.21	19.61		60.71	56.86		16.07	23.53
Grade 6		11.90	17.31		52.38	50.00		35.71	32.69
All Grades		15.22	17.36		62.61	57.44		22.17	25.21

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	16.25		51.25	43.75		36.25	40.00
Grade 4		13.46	15.52		61.54	50.00		25.00	34.48
Grade 5		14.29	5.88		51.79	60.78		33.93	33.33
Grade 6		4.76	11.54		59.52	38.46		35.71	50.00
All Grades		11.74	12.86		55.22	47.72		33.04	39.42

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	14.81		72.50	66.67		13.75	18.52
Grade 4		9.62	6.90		73.08	81.03		17.31	12.07
Grade 5		14.29	17.65		75.00	62.75		10.71	19.61
Grade 6		16.67	9.62		71.43	78.85		11.90	11.54
All Grades		13.48	12.40		73.04	71.90		13.48	15.70

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	14.81		62.50	62.96		27.50	22.22
Grade 4		11.54	18.97		67.31	67.24		21.15	13.79
Grade 5		8.93	13.73		76.79	52.94		14.29	33.33
Grade 6		11.90	11.54		76.19	67.31		11.90	21.15
All Grades		10.43	14.88		69.57	62.81		20.00	22.31

Conclusions based on this data:

1. The percentage of students who exceeded standard in grades 3 - 5 increased.
2. The percentage of students who met and exceeded achievement in grades 3 and 5 increased.
3. The percentage of students who were below standard in listening decreased in all grade levels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	83	0	80	81	0	80	81	0.0	100.0	97.6
Grade 4	58	55	60	0	55	58	0	55	58	0.0	100.0	96.7
Grade 5	51	59	52	0	59	51	0	59	51	0.0	100.0	98.1
Grade 6	45	46	53	0	45	53	0	45	53	0.0	97.8	100.0
All Grades	233	240	248	0	239	243	0	239	243	0.0	99.6	98.0

* 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.	2422.		17.50	18.52		30.00	24.69		25.00	30.86		27.50	25.93
Grade 4		2437.	2455.		9.09	20.69		20.00	20.69		30.91	27.59		40.00	31.03
Grade 5		2468.	2427.		13.56	7.84		15.25	3.92		23.73	21.57		47.46	66.67
Grade 6		2481.	2472.		8.89	9.43		20.00	15.09		26.67	22.64		44.44	52.83
All Grades	N/A	N/A	N/A		12.97	14.81		22.18	17.28		26.36	26.34		38.49	41.56

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	20.99		46.25	58.02		28.75	20.99
Grade 4		10.91	26.32		50.91	43.86		38.18	29.82
Grade 5		15.25	5.88		40.68	41.18		44.07	52.94
Grade 6		6.67	11.32		37.78	39.62		55.56	49.06
All Grades		15.90	16.94		44.35	47.11		39.75	35.95

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	20.99		61.25	53.09		22.50	25.93
Grade 4		5.45	15.52		52.73	53.45		41.82	31.03
Grade 5		15.25	5.88		42.37	43.14		42.37	50.98
Grade 6		6.67	9.43		51.11	35.85		42.22	54.72
All Grades		11.72	13.99		52.72	47.33		35.56	38.68

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	18.52		60.00	55.56		22.50	25.93
Grade 4		7.27	21.05		54.55	52.63		38.18	26.32
Grade 5		10.17	0.00		52.54	47.06		37.29	52.94
Grade 6		6.67	11.32		64.44	50.94		28.89	37.74
All Grades		11.30	13.64		57.74	52.07		30.96	34.30

Conclusions based on this data:

1. The percentage of students who met or exceeded achievement in grades 3 - 5 increased.
2. The percentage of students below standard in communicating reasoning, demonstrating ability to support mathematical conclusions decreased in grades 3 - 5.
3. The average mean scale score increased in grades 3 - 5.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1424.0	*	*	1434.2	*	*	1400.2	*	*	13	6	8
1	*	1440.2	*	*	1451.4	*	*	1428.2	*	6	16	8
2	1500.8	*	1452.5	1496.8	*	1449.1	1504.2	*	1455.4	11	9	17
3	*	1505.9	1459.2	*	1503.5	1464.3	*	1507.9	1453.5	9	11	12
4	*	*	1500.6	*	*	1491.6	*	*	1509.1	8	10	11
5	*	*	*	*	*	*	*	*	*	7	4	10
6	*	*	*	*	*	*	*	*	*	9	9	*
All Grades										63	65	69

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*	*	38.46	*	*	30.77	*	*	15.38	*	*	13	*	*
1	*	18.75	*	*	18.75	*	*	25.00	*	*	37.50	*	*	16	*
2	27.27	*	23.53	54.55	*	23.53	9.09	*	11.76	9.09	*	41.18	11	*	17
3	*	18.18	0.00	*	63.64	25.00	*	0.00	58.33	*	18.18	16.67	*	11	12
4	*	*	18.18	*	*	45.45	*	*	9.09	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.63	15.38	15.94	44.44	32.31	26.09	23.81	23.08	30.43	11.11	29.23	27.54	63	65	69

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	*	23.53	36.36	*	23.53	18.18	*	17.65	0.00	*	35.29	11	*	17
3	*	36.36	25.00	*	45.45	33.33	*	18.18	25.00	*	0.00	16.67	*	11	12
4	*	*	36.36	*	*	36.36	*	*	18.18	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.68	30.77	24.64	39.68	26.15	33.33	12.70	23.08	20.29	7.94	20.00	21.74	63	65	69

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	*	5.88	54.55	*	41.18	18.18	*	11.76	9.09	*	41.18	11	*	17
3	*	9.09	0.00	*	45.45	0.00	*	27.27	33.33	*	18.18	66.67	*	11	12
4	*	*	18.18	*	*	27.27	*	*	18.18	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	9.23	7.25	25.40	27.69	23.19	41.27	27.69	24.64	19.05	35.38	44.93	63	65	69

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	*	11.76	50.00	*	52.94	0.00	*	35.29	10	*	17
3	*	54.55	16.67	*	45.45	50.00	*	0.00	33.33	*	11	12
4	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.79	26.15	20.29	63.93	53.85	55.07	3.28	20.00	24.64	61	65	69

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	*	41.18	63.64	*	29.41	0.00	*	29.41	11	*	17
3	*	45.45	33.33	*	54.55	50.00	*	0.00	16.67	*	11	12
4	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	32.31	37.68	47.62	44.62	39.13	9.52	23.08	23.19	63	65	69

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	*	5.88	40.00	*	47.06	10.00	*	47.06	10	*	17
3	*	9.09	0.00	*	63.64	41.67	*	27.27	58.33	*	11	12
4	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.74	13.85	11.59	53.23	44.62	39.13	29.03	41.54	49.28	62	65	69

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	*	23.53	45.45	*	41.18	9.09	*	35.29	11	*	17
3	*	9.09	0.00	*	72.73	83.33	*	18.18	16.67	*	11	12
4	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	12.31	14.49	58.73	55.38	62.32	19.05	32.31	23.19	63	65	69

Conclusions based on this data:

1. There was a significant decrease in the number of students who met levels 3 and 4 from 20/21-22/23

2. There was a significant increase in the number of students who met levels 2 and 1 from 20/21-22/23

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
449	69.9	12.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Rolando Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	12.9
Foster Youth		
Homeless	19	4.2
Socioeconomically Disadvantaged	314	69.9
Students with Disabilities	61	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	6.9
American Indian	1	0.2
Asian	30	6.7
Filipino	6	1.3
Hispanic	220	49
Two or More Races	29	6.5
White	132	29.4

Conclusions based on this data:

1. The Hispanic/Latino student group remains our largest

2. The White student group remains our second largest

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Chronic absenteeism went from Very High to Orange
2. Suspension rates went from Low to Orange

School and Student Performance Data

Academic Performance English Language Arts

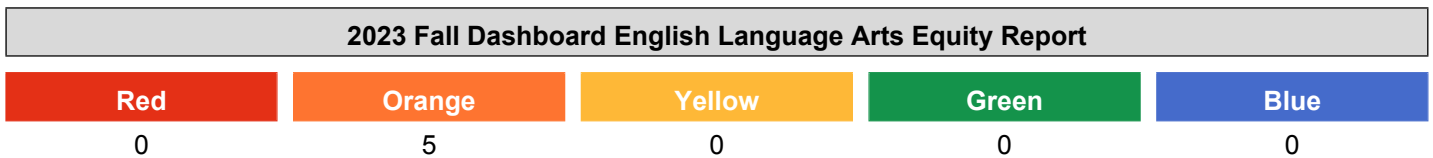
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 18 points below standard Maintained -1 points 225 Students	English Learners  Orange 51.7 points below standard Decreased Significantly -33 points 36 Students	Foster Youth Less than 11 Students 0 Students
Homeless 45.3 points below standard 11 Students	Socioeconomically Disadvantaged  Orange 37.4 points below standard Decreased -4.8 points 164 Students	Students with Disabilities  Orange 89.3 points below standard Increased +4.7 points 35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>1.8 points above standard</p> <p>Increased Significantly +29 points</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>2.2 points below standard</p> <p>Maintained +0.9 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>32 points below standard</p> <p>Maintained -2.9 points</p> <p>104 Students</p>	<p>36.5 points below standard</p> <p>Maintained 0 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>8.6 points below standard</p> <p>Decreased Significantly - 20.9 points</p> <p>68 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>90.1 points below standard</p> <p>Decreased Significantly -42.9 points</p> <p>29 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>11.8 points below standard</p> <p>Increased +4.4 points</p> <p>179 Students</p>

Conclusions based on this data:

1. Performance in English Language Arts declined for our overall population, English Learners, White students and Socioeconomically disadvantaged students for the 2023 school year.
2. Students identified as African American increased by 28 points in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

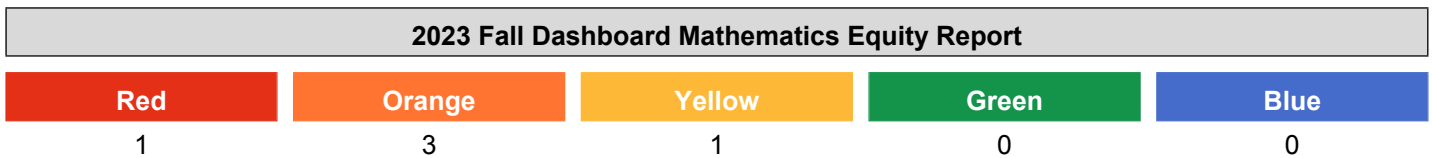
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 41.6 points below standard Decreased -7.6 points 225 Students	<p>English Learners</p>  Orange 61.6 points below standard Decreased Significantly -17.8 points 36 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>84.7 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 62.7 points below standard Decreased -13.4 points 164 Students	<p>Students with Disabilities</p>  Red 119.4 points below standard Decreased Significantly -17.8 points 34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>22.2 points below standard</p> <p>Increased Significantly +39.9 points</p> <p>17 Students</p>	 No Performance Color 0 Students	<p>26.6 points below standard</p> <p>Decreased -13.2 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 Orange <p>57.9 points below standard</p> <p>Decreased Significantly - 18.2 points</p> <p>104 Students</p>	<p>91.8 points below standard</p> <p>Decreased Significantly - 47.9 points</p> <p>16 Students</p>	 No Performance Color 0 Students	 Yellow <p>20.9 points below standard</p> <p>Decreased -7.8 points</p> <p>68 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>85.2 points below standard</p> <p>Decreased Significantly -32.3 points</p> <p>28 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>38.2 points below standard</p> <p>Decreased -5.4 points</p> <p>179 Students</p>

Conclusions based on this data:

1. Performance in Math declined for our overall population and across all sub groups for the 2023 school year.
2. Students identified with two or more ethnicities and African American student had the most significant decrease in their mathematical achievement by over 30 points in 2024.

School and Student Performance Data

Academic Performance English Learner Progress

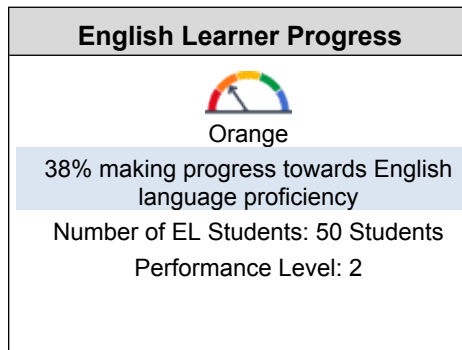
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	21	4	15

Conclusions based on this data:

1. 30% of students made progress at least one ELPI level
2. 20% of student decreed by one ELPI level
3. N/A at this time.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 31.4% Chronically Absent Declined -2.2 490 Students	English Learners Orange 33.3% Chronically Absent Declined -3.8 78 Students	Foster Youth Less than 11 Students 1 Student
Homeless 48% Chronically Absent Increased 21.3 25 Students	Socioeconomically Disadvantaged Yellow 36.3% Chronically Absent Declined Significantly -3.8 347 Students	Students with Disabilities Red 36.3% Chronically Absent Increased 4.3 80 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 37% Chronically Absent Increased 11.4 46 Students	Less than 11 Students 1 Student	12.9% Chronically Absent Declined -18.1 31 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36.6% Chronically Absent Declined -2.5 232 Students	 Red 37.5% Chronically Absent Increased 11.9 32 Students	 No Performance Color 0 Students	 Orange 23.9% Chronically Absent Declined -5.4 142 Students

Conclusions based on this data:

1. Chronic absenteeism with homeless students, African American students, 2 or more races students and students with disabilities all increased in 2023
2. Chronic absenteeism with all students, Hispanic students, White students, Socioeconomically Disadvantaged students and ELLs all decreased in 2023

School and Student Performance Data

Conditions & Climate Suspension Rate

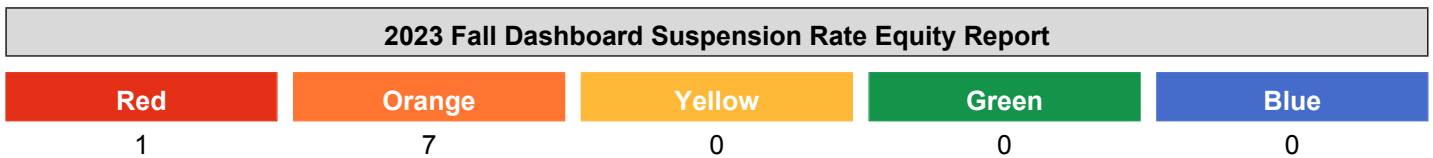
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 1.8 510 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2.4 82 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>7.1% suspended at least one day</p> <p>Declined -6.2 28 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.4 359 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5% suspended at least one day</p> <p>Increased 1 80 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.1% suspended at least one day Increased 2.1 48 Students	Less than 11 Students 1 Student	 Orange 2.9% suspended at least one day Increased 2.9 34 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.5% suspended at least one day Increased Significantly 2.1 239 Students	 Red 8.6% suspended at least one day Increased 4.1 35 Students	 No Performance Color 0 Students	 Orange 1.4% suspended at least one day Increased 0.7 147 Students

Conclusions based on this data:

- Suspension rates with our entire school population and across all sub groups increased in 2023
- Suspension rates were highest for the Multiple Race student group

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 39 to 45 (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 24 to 30 (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 41 to 49 (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 21 to 30 (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 52% 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 43% 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 25% to 35%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Certificated release days & professional development (from Title I carryover) 1000-1999: Certificated Personnel Salaries 6,000 NEU Subscription (from Title I carryover) 5000-5999: Services And Other Operating Expenditures 1,200	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. <ul style="list-style-type: none"> Culture of Universal Achievement: Staff will teach, review, and enforce school-wide expectations, processes, and commitments to students with a collective 	iReady data, CAASPP data, observational data	Implementing the six exceptional systems of No Excuses University has significantly impacted our students by fostering a culture of universal achievement, where staff collectively uphold school-wide expectations and commitments. Through active participation in Professional Learning Communities, educators collaborate to enhance teaching skills and improve student achievement. Furthermore, the focus	Modify We will be moving away from our partnership with NEU

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>responsibility for all.</p> <ul style="list-style-type: none"> • 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 		<p>on standards alignment, assessment, data analysis, and intervention ensures targeted support for each student's learning needs, ultimately promoting mastery of ELA promise standards and the development of essential reading and thinking strategies aligned with California State Standards.</p>	

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>intervention. This work will be documented in Rolando's Promise Standards Plan.</p> <ul style="list-style-type: none"> • 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 			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	monitor progress and plan next steps for professional learning.			
Guided reading book sets and book club book sets 4000-4999: Books And Supplies Title I 49,136	<p>2. Guided Reading: Assessment and Grouping:</p> <ul style="list-style-type: none"> Assess reading levels and form groups. Group students with similar abilities. <p>Guided Reading Sessions: Conduct small group sessions with targeted strategies.</p> <ul style="list-style-type: none"> Encourage discussions and critical thinking. Independent Reading: <p>Assessment and Progress Monitoring:</p> <ul style="list-style-type: none"> Assess progress through informal assessments. Adjust groups and books as needed. <p>Book Club: Formation of Book Clubs:</p> <ul style="list-style-type: none"> Allow student choice and diverse groupings. <p>Pre-Reading Activities:</p> <ul style="list-style-type: none"> Engage in pre-reading activities and set expectations. <p>Scheduled Discussions:</p> <ul style="list-style-type: none"> Establish regular discussion times. Encourage active participation. <p>Facilitator Role:</p> <ul style="list-style-type: none"> Rotate facilitator roles. Provide discussion prompts. 	iReady data, running records, Literably data and observational data	Implementing guided reading practices has had a profound impact on our students' literacy development. Through careful assessment and grouping based on reading levels, we create tailored small group sessions where targeted strategies promote discussions and critical thinking. Independent reading is encouraged and progress monitored through informal assessments, allowing for adjustments in groups and books as needed. By forming Book Clubs that honor student choice and diversity, engaging in pre-reading activities, and facilitating scheduled discussions with rotating roles and creative projects, we foster multidimensional understanding and encourage broader connections across curricular themes.	Modify We will have less funds allocated for literacy resources

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Creative Projects:</p> <ul style="list-style-type: none"> • Incorporate creative projects. • Foster multidimensional understanding. <p>Cross-Curricular Connections:</p> <ul style="list-style-type: none"> • Integrate themes into other subjects. • Encourage broader connections. 			
	<p>3. We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> • 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 	iReady and Literably data, CAASPP data, observational data	Our commitment to developing a comprehensive service model for students with disabilities through Specialized Academic Instruction (SAI) ensures individualized support tailored to their needs. SAI teachers collaborate closely with district program managers, align pull-out groups with appropriate instruction in general education classrooms, and maintain a unified curriculum across interventions. By sharing caseloads based on academic level and grade, offering consistent strategies across classrooms, emphasizing push-in services, and providing additional instruction options like SIPPS after school, we ensure continuity and targeted support. Regular data analysis and collaboration between SAI and general education teachers further enhance our ability to meet student needs effectively. Additionally, implementing universal "Essential Standards" times twice per week	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>more targeted small group instruction.</p> <ul style="list-style-type: none"> • 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 		ensures all students receive exposure to essential standards with strategic support and co-teaching, promoting inclusivity and academic growth for every student.	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).</p> <ul style="list-style-type: none"> • 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 			

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	students will participate in general education classes for exposure to essential standards with strategic support and co-teaching with support staff.			
<p>LLRT 1 additional hour daily 2000-2999: Classified Personnel Salaries LCFF 13,130</p> <p>Student Helper 2000-2999: Classified Personnel Salaries LCFF 3,000</p>	<p>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.</p> <ul style="list-style-type: none"> 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 i-Ready. 	iReady and Literably data, CAASPP data, observational data	In recognizing the challenges of reaching every student who requires support, we've adapted our approach to ensure inclusivity and effectiveness. K-3rd grade students and 4th-6th grade students reading below grade level will now benefit from daily small group reading sessions, while those reading at or above grade level will engage in small reading groups at least twice a week. Flexible group placements, informed by district benchmark data analysis, enable personalized support.	<p>Continue</p> <p>We will add more support for teachers to get the systems and structures up and running in classrooms</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
<p>Imagine Learning Licenses for English Learners at a score of 1 or 2 5000-5999: Services And Other Operating Expenditures Title I 6,000</p> <p>Lexia Licenses for English Learners at a score of 3 5000-5999: Services And Other Operating Expenditures LCFF 2,000</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>iReady and Literably data, CAASPP and ELPAC data, observational data</p>	<p>We had challenges in staffing designated ELD classes. Students were grouped by EL Proficiency level for designated ELD instruction, receiving a minimum of 30 minutes daily with a focus on increasing student talk and fluency. Staff meetings and site learning days supported consistent implementation, with select teachers collaborating with District EL Resource Teachers to deepen their understanding of ELD standards and strategies. Integrated ELD was emphasized through scaffolded content area instruction, while structured routines and frames promoted collaborative conversations across the curriculum. Ongoing monitoring of EL progress and intervention through CATCH up plans ensured timely support, with specific interventions and resources tailored to students' ELPAC scores.</p>	<p>Modify</p> <p>We will continue designated ELD and discontinue the Lexia and Imagine learning licences</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>content area, subject matter access, and discipline specific language development.</p> <ul style="list-style-type: none"> • 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. 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> Lexia will be provided to English Learners with an overall ELPAC score of 2 or 3. i-Ready 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, i-Ready, and Literably), and provide Take Home Bags for Newcomers to practice English including white boards, books, flashcards, etc. 			
	<p>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.</p> <ul style="list-style-type: none"> Instructional Data Support (IDS) teacher will co-teach with all teachers utilizing coaching cycles. IDS teacher will collaborate with grade-level and department teams. 	iReady and Literably data, CAASPP and ELPAC data, observational data	Our site utilized the Framework for Powerful Learning to develop a common language and shared vision for powerful learning and the cycle of professional learning. The Instructional Data Support (IDS) teacher co-taught with all teachers utilizing coaching cycles, collaborated with grade-level and department teams, and worked with	Continue

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	<ul style="list-style-type: none"> 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. 		the principal to develop and provide staff with professional development. Additionally, a site-wide powerful practice was strategically selected, studied, universally implemented, and monitored to ensure ongoing improvement and alignment with our educational goals.	
	<p>7. Use i-Ready to guide instruction.</p> <ul style="list-style-type: none"> 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. 	iReady and Literably data, CAASPP and ELPAC data, observational data	Data is very helpful in supporting student group organization	Continue
	<p>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</p> <ul style="list-style-type: none"> Classroom walk-throughs will be conducted to observe, analyze, and calibrate evidence of high- 	iReady and Literably data, CAASPP and ELPAC data, observational data	Teachers leveraged strategies from "Teaching Practices from America's Best Urban Schools" to foster engagement, comprehension, and autonomy among all learners during ELA sessions. Classroom walk-throughs were conducted to observe, analyze, and calibrate evidence of high-quality	Continue

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	quality teaching and learning. <ul style="list-style-type: none"> 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 		teaching and learning. Collaborative efforts focused on implementing techniques to deepen understanding, enhance cognitive tasks, and promote clarity, thereby fostering a conducive environment for learning and mastery in ELA.	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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 revisions to the plan this year. We did end up purchasing classroom readers which was not originally planned.

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 with all of the goals except our LLRT additional hour for reading group support. We will engage in extensive professional learning around the personalization of learning for all of our students

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%.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Technology Programs 5000-5999: Services And Other Operating Expenditures Title I 2,000 Planning/Data Analysis Release Days 1000-1999: Certificated Personnel Salaries Title I 6000	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: <ul style="list-style-type: none"> • 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 	iReady data, CAASPP data, observational data, PLC notes	At our site, we've embraced the six exceptional systems of No Excuses University, witnessing remarkable impact on student learning. Through a Culture of Universal Achievement, staff collectively uphold high expectations, fostering a sense of responsibility for all students. Collaborative efforts in Professional Learning Communities (PLCs) have led to enhanced teaching skills and overall student achievement. By aligning standards and assessments with SMART goals derived	Modify We will discontinue the partnership with NEU, but continue with the strategies

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	<p>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.</p> <ul style="list-style-type: none"> 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 		<p>from data analysis, we've tailored interventions effectively, resulting in notable progress. Additionally, focused professional development opportunities have equipped staff with essential strategies to support student growth. These efforts have not only improved academic outcomes but also fostered a culture of continuous improvement and success for all learners.</p>	

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	<p>documented in Rolando's Promise Standards Plan.</p> <ul style="list-style-type: none"> • 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. 			

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	<ul style="list-style-type: none"> 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. 			
	<p>2. We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> 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- 	iReady data, CAASPP data, observational data, PLC notes	Continuing our commitment to student success, we're enhancing our comprehensive service model for students with disabilities through Specialized Academic Instruction (SAI). Our SAI teachers ensure tailored services and instructional materials, while our Special Education team collaborates weekly with district program managers to refine support strategies. Weekly meetings and collaboration between SAI and general education (Gen Ed) teachers facilitate cohesive instruction and progress monitoring. Analysis of SBAC and benchmark data guides placement in intervention programs, ensuring targeted support for students below grade level. Regular targeted math instruction and bi-weekly collaboration sessions further enhance alignment and progress monitoring. Additionally, implementing universal "Essential Standards"	Continue

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	<p>teach Essential Standards lessons.</p> <ul style="list-style-type: none"> • 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 		time and push-in schedules fosters inclusive learning environments and supports students' mastery of essential skills.	

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	<p>standards with strategic support and co-teaching with support staff.</p> <ul style="list-style-type: none"> 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. 			
<p>Site sub to support teachers with newcomers 1000-1999: Certificated Personnel Salaries Title I 49,136</p>	<p>3. We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs)</p> <ul style="list-style-type: none"> 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, 	<p>iReady data, CAASPP data, observational data, PLC notes</p>	<p>Reflecting on this past school year, our commitment to strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs) remained unwavering. We clustered students by EL Proficiency level for designated ELD instruction, ensuring they received a minimum of 30 minutes daily. Through staff meetings and site learning days, we maintained consistent implementation of integrated and designated ELD. Collaboration with</p>	<p>Modify</p> <p>Discontinue the hiring of a support staff, but will continue to implement the strategies of effective ELD instruction</p>

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	<p>frames, and sentence starters to promote fluency and academic discourse.</p> <ul style="list-style-type: none"> • 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 		District EL Resource Teachers deepened our understanding of ELD standards and support strategies. Despite the challenges, we closely monitored EL progress and intervened as needed, ensuring all students received the support necessary for their success.	

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	<p>making adequate progress will be placed in English acquisition intervention program by August. of the new school year.</p> <ul style="list-style-type: none"> 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" 			
	<p>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.</p> <ul style="list-style-type: none"> Instructional Data Support (IDS) teacher will co-teach with all teachers utilizing coaching cycles. IDS teacher will collaborate with 	iReady data, CAASPP data, observational data, PLC notes	Reflecting on this past school year, our commitment to strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs) remained unwavering. We clustered students by EL Proficiency level for designated ELD instruction, ensuring they received a	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>grade-level and department teams.</p> <ul style="list-style-type: none"> • 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. 		<p>minimum of 30 minutes daily. Through staff meetings and site learning days, we maintained consistent implementation of integrated and designated ELD. Collaboration with District EL Resource Teachers deepened our understanding of ELD standards and support strategies. Despite the challenges, we closely monitored EL progress and intervened as needed, ensuring all students received the support necessary for their success.</p>	
<p>site sub to support teachers with small group math intervention (duplicate cost from strategy 3) 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>5. A school-wide system of differentiated instruction and interventions will be put into place to help students master math standards based on i-Ready use and data.</p> <ul style="list-style-type: none"> • 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 	<p>iReady data, CAASPP data, observational data, PLC notes</p>	<p>This past year, our site embraced the Framework for Powerful Learning, fostering a common language and shared vision for impactful education. The Instructional Data Support (IDS) teacher played a central role, co-teaching with all educators through coaching cycles and collaborating with grade-level and department teams. Additionally, they worked closely with the principal to develop and provide professional development opportunities. The IDS teacher's support extended to assisting staff in examining i-Ready data, ensuring data-informed decision-making. As part of our commitment to continuous improvement, we strategically selected, studied, universally implemented, and monitored a site-wide powerful practice,</p>	<p>Continue</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>students based on i-Ready data.</p> <ul style="list-style-type: none"> Teachers will utilize i-Ready 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 		contributing to ongoing growth and success.	
	<p>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</p> <ul style="list-style-type: none"> 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 	iReady data, CAASPP data, observational data, PLC notes	This past year, teachers at our site implemented strategies from "Teaching Practices from America's Best Urban Schools" to enhance engagement, understanding, and independence for all learners during math instruction. Classroom walk-throughs were conducted regularly to observe, analyze, and calibrate evidence of high-quality teaching and learning. Teachers collaborated on and implemented strategies focused on understanding, mastery, and clarity to promote deeper learning, generate understanding, and enhance cognitive tasks in math lessons. These efforts were instrumental in fostering a supportive learning environment and promoting academic growth for all students.	Continue

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

No major changes

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.

Modifications will be made to the goal to make it more focused.

Goal #3

The percentage of students who are chronically absent from school will decrease by 5% each year.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Establish an Attendance Team that includes Health Tech, Social Worker, and teacher representatives to:</p> <ul style="list-style-type: none"> • 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 	Meeting notes, attendance records	Team meets weekly and has effectively diminished the number of students chronically absent	Continue
<p>Attendance incentives Title I 1,800</p> <p>Parent Engagement and Education Title I 1,000</p>	<p>2. Continue to utilize our full time social worker to increase connectedness to school by:</p> <ul style="list-style-type: none"> • 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 	attendance records	Team meets weekly and has effectively diminished the number of students chronically absent. Teachers are regularly teaching SEL lessons	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>accountability and opportunity to make amends and repair harm.</p> <ul style="list-style-type: none"> • 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 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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.</p> <ul style="list-style-type: none"> • 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. 			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> Collaborate with support staff on a weekly basis. Support Student Study Team meetings, 504s, and Response to Intervention. 			
Morning gate greeter 2000-2999: Classified Personnel Salaries Title I 5,000	<p>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.</p> <ul style="list-style-type: none"> 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 	attendance records	Families absolutely love the opportunity to be greeted in the morning. The morning check in have been effective in identifying needs that students and families have and that contribute to truancy.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>greeting each student by name.</p> <ul style="list-style-type: none"> 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. 			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> Implement Character Circle on Fridays; whole school outdoor community building assembly for students and parents celebrating character, academics, and other successes. 			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

No changes to our plan

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 very intentional with the incentives and celebrations we have for our students, specifically our student in the Multiple Race and black student groups. We will monitor absences in our weekly attendance meetings and will engage in home visits with those students who are at risk of being chronically absent.

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%

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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:</p> <ul style="list-style-type: none"> • 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. 	SEL staff/student/parent survey data, office referral data	Our utilization of a full-time social worker has proven effective in enhancing community bonds and promoting student and family well-being. Through fostering a trauma-informed climate with positive behavior interventions and Restorative principles training for staff, coupled with counseling for social-emotional needs, our social worker's efforts have made a tangible difference. Their provision of professional development, support in behavior management, and teaching of SEL lessons have been instrumental in creating a positive school environment. Additionally, their initiatives such as parent meetings, collaboration on 504 plans, and addressing attendance issues have yielded positive outcomes, demonstrating their effectiveness in supporting our school community.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> • 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 			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Youth Services, YMCA, Handle with Care, etc.) to provide social/emotional support for chronically absent students.</p> <ul style="list-style-type: none"> • Parent outreach. • Implement Safe School Ambassadors, a student/staff collaborative anti-bullying program. • Offer parent education on the topic of bullying. 			
<p>Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,589.62</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>SEL staff/student/parent survey data.</p>	<p>The hiring of parent liaisons has been instrumental in empowering parents to actively support their child's education and enhancing parent engagement within the school and district. They have successfully organized meetings and educational training sessions, particularly catering to our non-English speaking parents and students. Additionally, parent liaisons have facilitated partnerships with external organizations, aiding parents in accessing community services and resources. Serving as a bridge between non-English speaking families and the school district, they have bolstered parent confidence and strengthened connections, fostering a collaborative and supportive educational environment for all.</p>	<p>Continue</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>3. To ensure our families are partners, opportunities for families to be involved at Rolando, parent education and training will be offered through:</p> <ul style="list-style-type: none"> • 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) 	SEL staff/student/parent survey data, family event attendance records	Several initiatives have successfully promoted parent involvement and education at Rolando. Events like Dr. Suess Night, movie nights, Trunk-or-Treat, and winter Fest have strengthened relationships between families and staff, while increased participation of 4th - 6th grade families in school events has been notable. The presence of the PTA during school hours and events has enhanced engagement, and welcoming adult volunteers in classrooms has provided valuable support to teachers. Additionally, the Wednesday Morning workshops and opportunities for at-home volunteering have allowed families to contribute actively to classroom activities. Collaboration with District staff for ELAC and SSC training, alongside efforts to expand equity work through committees and parent education opportunities, has further enriched parent engagement. Finally, conducting needs assessments and offering diverse parent education sessions on relevant topics has facilitated meaningful communication and support between the school and families.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>and School Site Council (SSC).</p> <ul style="list-style-type: none"> • 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. 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>4. Provide student safety during arrival, dismissal and throughout the school day.</p> <ul style="list-style-type: none"> • Implement a comprehensive staff supervision schedule. • Offer traffic, bus, and gate supervision and purchase necessary materials. • Organize, train, and support Safety Patrol. 	SEL staff/student/parent survey data, incident reports	Continuing to work well	
	<p>5. Staff will research and focus on Tier 1 positive behavior supports for all students to increase their sense of connectedness and safety by:</p> <ul style="list-style-type: none"> • 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- 	SEL staff/student/parent survey data, office referral data	At Rolando, staff's focused efforts on Tier 1 positive behavior supports have notably enhanced students' sense of connectedness and safety. Implementing alternatives to removing students from class for negative behavior, continuing the insightful book study of "How to Train a Llama," and utilizing Rolando University Bucks as rewards have been particularly effective. Additionally, creating a trauma-informed climate with logical consequences, establishing a consistent restorative behavior management plan, and participating in Professional Development on Restorative Practices and Trauma-Informed Care have significantly contributed to proactive behavior management. Integration of Sanford Harmony SEL lessons, explicit teaching of the "Rolando 18" universal expectations, and regular recognition of	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>wide currency. Rewards will be provided throughout the school year for students to purchase with University Bucks.</p> <ul style="list-style-type: none"> • 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 		<p>students for demonstrating character traits have also fostered a positive and supportive school environment, leading to notable student growth and success.</p>	

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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.</p> <ul style="list-style-type: none"> • 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. 			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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. 			
<p>Smore yearly subscription 5000-5999: Services And Other Operating Expenditures LCFF 150</p> <p>Video editing 2000-2999: Classified Personnel Salaries LCFF 5,000</p>	<p>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:</p> <ul style="list-style-type: none"> 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 	SEL staff/student/parent survey data, office referral data	Our commitment to fostering a strong sense of community and supporting academic learning through regular parent communication has been highly effective at Rolando. We utilize various parent information systems such as Blackboard Connect, Smore, and Jupiter Grades, alongside weekly videos and announcements on the school website, to enhance home-school communication. Apps like Class Dojo, Google Classroom, and Jupiter Grades further facilitate this communication. Student planners serve as an additional means of communication between students and families. We incorporate PTA communication into Rolando's weekly blast and provide translation services at parent workshops and in written materials as needed. Monthly parent forums, alternating between morning and evening sessions, allow for direct communication	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Rolando's weekly blast.</p> <ul style="list-style-type: none"> • 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 		<p>with the principal and PTA, ensuring community involvement and input. Social media platforms like Twitter, Facebook, and Instagram are actively utilized to engage parents, families, and the wider community. Additionally, we have hired staff to create weekly videos to accompany newsletters, and classroom teachers send home weekly communication regarding student progress, upcoming events, and academic focus areas. These efforts have strengthened our school-home partnership and contributed to a supportive learning environment for all students.</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

No major changes planned

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 add and monitor a metric regarding the suspension rates of our student with 2 or more races.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 39%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 7%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 41%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 21%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 52% to 60%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 24% to 30%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 43% to 50%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 25% to 30%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The latest SBAC data reveals a regression in student achievement across all student groups except for Asian and Student with Disabilities. There was a significant decrease in Black student achievement and a significant increase amongst our Students with Disabilities achievement. Site iReady reveals that there has been growth amongst all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 39%</p> <p>English Learners, Grades 3-6 - 7%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 41%</p> <p>Students with Disabilities, Grades 3-6 - 21%</p>	<p>ALL students, of testing age 45%</p> <p>English Learners, of testing age - 20%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 47%</p> <p>Students with Disabilities, of testing age - 27%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 52%</p> <p>English Learners - 24%</p> <p>Socioeconomically Disadvantaged Students - 43%</p> <p>Students with Disabilities - 25%</p>	<p>ALL students - 58%</p> <p>English Learners - 30%</p> <p>Socioeconomically Disadvantaged Students - 50%</p> <p>Students with Disabilities - 30%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1. Our site will build capacity in our efforts to develop academic ownership amongst all students through the use of collaborative conversations, written response and other collaborative structures with in the classroom. We will base our work in the text, Culturally Responsive Teaching and the Brain and the Next Step in Academic Conversations. Teachers will work in grade level teams to collaborate on lessons and engage in peer to peer observations. An additional site support sub will be hired to ensure regular release for teachers to engage in peer to peer observations and collaborative lesson planning and data analysis. Grade level release days will be provided 3x/year for comprehensive student literacy data collection</p>	All Students	<p>6800 Title I 1000-1999: Certificated Personnel Salaries Certificated release days & professional development</p>
1.2	<p>Instruction will be personalized through the use of regular and frequent formative assessments to guide instruction. Guided Reading, book clubs and individual classroom libraries will be utilized to provide instruction and practice at the student's just right level.</p>	At Risk Students	<p>18,000 Title I 4000-4999: Books And Supplies Classroom Libraries</p>
1.3	<p>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</p>	Students with Disabilities	

	student needs through frequent collaboration with the homeroom GE teacher.		
1.4	<p>4. All K - 2nd grade students and 3rd - 5th grade students reading below grade level will participate in daily small group reading instruction.</p> <ul style="list-style-type: none"> Analyze district benchmark data in August to determine flexible reading group placement. Add an additional hour daily of LLRT time. Hire 1 student helper to support daily reading group instruction. 	All Students	<p>6000 0100/0105 1000-1999: Certificated Personnel Salaries Certificated release days & professional development 12,000 Title I 2000-2999: Classified Personnel Salaries Student Helper</p>
1.5	<p>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.</p> <ul style="list-style-type: none"> 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. 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. 	English Learners	
1.6	<p>We will partner with Corwin's Restorative Practices team to engage in a year long professional development with Nicole Law, strengthening our restorative approach and increasing student agency and engagement in their learning.</p>	All Students	<p>25000 Title I 5800: Professional/Consulting Services And Operating Expenditures Partner with Corwin's Restorative Practices team</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 33.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 26.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 35.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 25.

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 42% to 50%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 14% to 22%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 32% to 40%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 22% to 30%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The trend in Mathematics mirrors that of ELA. We have had a regression in student achievement across all student groups except for 2 or More Races and SWD.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 33%</p> <p>English Learners, Grades 3-6 - 26%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 35%</p> <p>Students with Disabilities, Grades 3-6 - 25%</p>	<p>ALL students of testing age, 40</p> <p>English Learners, of testing age - 32</p> <p>Socioeconomically Disadvantaged Students of testing age- 42</p> <p>Students with Disabilities of testing age - 32</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 42%</p> <p>English Learners - 14%</p> <p>Socioeconomically Disadvantaged Students - 32%</p> <p>Students with Disabilities - 22%</p>	<p>ALL students of testing age - 50%</p> <p>English Learners - 22%</p> <p>Socioeconomically Disadvantaged Students - 40%</p> <p>Students with Disabilities - 30%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Our site will build capacity in our efforts to develop academic ownership amongst all students through the use of collaborative conversations, written response and other collaborative structures with in the classroom. We will base our work in the text, Culturally Responsive Teaching and the Brain and the Next Step in Academic Conversations.</p> <p>Teachers will work in grade level teams to collaborate on lessons and engage in peer to peer observations. An additional site support sub will be hired to ensure regular release for teachers to engage in peer to peer observations and collaborative lesson planning and data analysis. Grade level release days will be provided 3x/year for comprehensive student literacy data collection</p>	All Students	<p>1780</p> <p>0100/0105</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Site Support Sub</p> <p>50220</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Site Support Sub</p>
2.2	<p>Instruction will be personalized through the use of regular and frequent formative assessments to guide instruction. Math games, and small group instruction will be utilized to provide instruction and practice at the student's just right level.</p>	Students with Disabilities	
2.3	<p>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</p>	English Learners	

	student needs through frequent collaboration with the homeroom GE teacher.		
2.4	<p>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.</p> <ul style="list-style-type: none"> • 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. 	All Students	
2.5	<p>Teachers will utilize strategies from "Teaching Practices from America's Best Urban Schools" to promote engagement, understanding, and independence for all learners during math</p> <ul style="list-style-type: none"> • 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 	All Students	0

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our most current attendance reports demonstrate a significant decrease in the % of chronically absent students. While we have had a decrease in the % of chronically absent students, we have maintained an ADA of 92% with our Latino student recording the highest number of absences.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	<p>In 2023-24, our rate of chronic absenteeism was 15%.</p> <p>In 2023-24, our chronic absenteeism rate for students with two or more race was 22.92%.</p> <p>In 2023-24, our chronic absenteeism rate for AA students was 12.82%.</p>	<p>In 2024-2025, we will reduce the rate of chronic absenteeism from 34% to 10% whole school.</p> <p>In 2024-25, we will reduce the rate of chronic absenteeism for two or more race students from 38% to 15%</p> <p>In 2024-25, we will reduce the rate of chronic absenteeism for AA students 37% to 15%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>3.1</p>	<p>Establish an Attendance Team that includes Health Tech, Social Worker, and teacher representatives to:</p> <ul style="list-style-type: none"> • 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 	<p>Students with Disabilities, Black students, and students with 2 or more races</p>	
<p>3.2</p>	<p>2. Continue to utilize our full time social worker to increase connectedness to school by:</p> <ul style="list-style-type: none"> • 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. 	<p>All Students</p>	<p>2563 0100/0105 Attendance incentives 0</p>

	<ul style="list-style-type: none"> • 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. 		
<p>3.3</p>	<p>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.</p> <ul style="list-style-type: none"> • Culture/Climate Support Personnel: 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 	<p>All Students</p>	<p>3100 0100/0105 2000-2999: Classified Personnel Salaries Culture/Climate Support Personnel</p>

	<p>provide social/emotional support for chronically absent students.</p> <ul style="list-style-type: none"> • 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. 		
3.4	Engage in frequent field trips to better personalize create real world learning opportunities for all of our students.	All Students	6416 0100/0105 5000-5999: Services And Other Operating Expenditures Field Trips
3.5	<p>1. We will continue to utilize our full time social worker and Culture/Climate Support Personnel 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:</p> <ul style="list-style-type: none"> • 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 	Students with Disabilities, Black students, and students with 2 or more races (ATSI)	6200 0100/0105 2000-2999: Classified Personnel Salaries Culture/Climate Support Personnel

	<p>missing school. Look for and identify barriers to attendance.</p> <ul style="list-style-type: none"> • 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. 		
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Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture

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

Culture/Climate - 79%
Growth Mindset - 61%
Self-Management- 64%
Self-Efficacy- 52%
Social Awareness- 65%

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

Support for Academic Learning - 90%
Sense of Community - 86%
Sense of Safety - 81%

The number of students suspended will decrease from 1% to 0.5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We experienced a decline in percentage points across across all domains when comparing the Fall survey data with the Spring survey data. The largest decline being students' sense of self efficacy. When comparing the Spring 23 survey data to Spring 24 data, we saw an increase across all domains. The largest increase was that of students' self management. We will focus our attention on implementing strategies to build in our student a sense of self efficacy. We will also intentionally focus on building in our Multi Race student group (ATSI) a sense of self management as a means to prevent student suspensions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 79% Growth Mindset - 61% Self-Management- 64% Self-Efficacy- 52% Social Awareness- 65%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 85% Growth Mindset - 67% Self-Management- 70% Self-Efficacy- 60% Social Awareness- 70%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 90% Sense of Community - 86% Sense of Safety - 81%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 92% Sense of Community -90% Sense of Safety - 90%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1%. Our suspension rate for 2 or more race students is 9%.	The percentage of students suspended will decrease to 0.5% 2 or More Races students will reduce suspension rates from 9% to <1% (ASTI)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.2	<p>Parent Liaison to provide regular parent workshops to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by:</p> <ul style="list-style-type: none"> • 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 	All Students	2572 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison
4.3	<p>3. To ensure our families are partners, opportunities for families to be involved at Rolando, parent education and training will be offered through:</p> <ul style="list-style-type: none"> • A variety of parent events establishing relationships with school staff (Math Night, STEAM Night, Reading Night, 	All Students	

	<p>Family Lunches, Back to School Night, Open House, etc).</p> <ul style="list-style-type: none"> • 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. 		
<p>4.4</p>	<p>Provide a safe and playful recess experience for all of our students.</p> <ul style="list-style-type: none"> • Partner with Playworks to provide the training of our campus attendants and other stakeholders to ensure that students are actively engaged in playful, safe and cooperative games during their recess time. <p>Will support our efforts to decrease the students in Multiple Races student group (ATSI) suspension rates.</p>	<p>All Students and more specifically Multiple Races student group (ATSI)</p>	<p>2500 Title I 5800: Professional/Consulting Services And Operating Expenditures Consultancy with Playworks</p>

<p>4.5</p>	<p>5. Staff will research and focus on Tier 1 positive behavior supports for all students to increase their sense of connectedness and safety by:</p> <ul style="list-style-type: none"> • 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). 	<p>All Students</p>	
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	<ul style="list-style-type: none"> • 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. 		
4.6	<p>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:</p> <ul style="list-style-type: none"> • 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 	All Students	<p>3100 0100/0105 2000-2999: Classified Personnel Salaries Family Partnership Coordinator 2400 0100/0105 2000-2999: Classified Personnel Salaries Video editing</p>
4.9			

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$116,092.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,651.00
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$114,520.00
Title I Part A: Parent Involvement	\$2,572.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$117,092.00**

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

State or Local Programs	Allocation (\$)
	\$0.00
0100/0105	\$31,559.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: **\$31,559.00**

Total of federal, state, and/or local funds for this school: **\$148,651.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
	0.00
0100/0105	31,559.00
Title I	114,520.00
Title I Part A: Parent Involvement	2,572.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,563.00
1000-1999: Certificated Personnel Salaries	64,800.00
2000-2999: Classified Personnel Salaries	29,372.00
4000-4999: Books And Supplies	18,000.00
5000-5999: Services And Other Operating Expenditures	6,416.00
5800: Professional/Consulting Services And Operating Expenditures	27,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	0100/0105	2,563.00

1000-1999: Certificated Personnel Salaries	0100/0105	7,780.00
2000-2999: Classified Personnel Salaries	0100/0105	14,800.00
5000-5999: Services And Other Operating Expenditures	0100/0105	6,416.00
1000-1999: Certificated Personnel Salaries	Title I	57,020.00
2000-2999: Classified Personnel Salaries	Title I	12,000.00
4000-4999: Books And Supplies	Title I	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	27,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,572.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,800.00
Goal 2	52,000.00
Goal 3	18,279.00
Goal 4	10,572.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 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, Benjamin Klaus on May 24, 2023
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	SSC Chairperson, Crissa Campbell on May 24, 2023
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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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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.

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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