

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Rose Avenue Elementary School

50 711676052815
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

June 8, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Heather Herbst
Position: Principal
Telephone Number: (209) 574-8412
Address: 1120 Rose Ave.
E-mail address: herbst.h@monet.k12.ca.us

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Section 1 School Mission Statement and Description

School Mission Statement:

To provide high levels of learning for all students with quality opportunities to demonstrate growth academically, socially and emotionally in preparation for lifetime success.

School Description:

Rose Avenue is situated in the eastern section of the City of Modesto in Stanislaus County. The school was built in 1963, and is one of twenty two elementary schools in the Modesto City Schools District. Our enrollment of approximately 515 students is comprised of students in Transitional Kindergarten through Sixth grade. Three Special Day Classes for students with emotional disturbances welcome children from throughout the District. The school has been supported through the years with an active PTA. The students living within our attendance area include approximately 60% Hispanic or Latino, 30% White, 3% African American, and 16% students with disabilities. The staff is committed to using programs and funding to ensure that all students succeed. There is a strong sense of family and respect for one another that permeates the school, embraced by the staff, students, and community.

The Rose Avenue staff is made up of 22 general education teachers (including a Prep Provider and Computer Literacy teacher) and 3 Special Day Class Special Education teachers. In addition we have support staff that includes 1 FTE Resource Specialist, 1 .50 FTE Resource Specialist, 1 Speech & Language Therapist, a School Psychologist, one part-time Student Assistant Specialist, one Mental Health Clinician, a MTSS Instructional Coach, and approximately 12 paraprofessionals. The educational program at Rose Avenue includes implementation of Common Core Standards. The English Language Arts curriculum implemented by all grades K-6 is McMillian McGraw Hill Wonders. This is our second year implementing SWUN mathematics curriculum which focuses teachers explicit instruction of grade level math standards. Teachers participate in monthly staff meetings, as well as, weekly teacher collaboration meetings in order to provide on-going Professional Development on effective instructional practices. A site leadership team made up of teachers and administration meet monthly to review school wide achievement data and discuss strategies and recommendations that support academic growth of all students.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

☒ Schoolwide Program

☒ Additional Targeted Support and Improvement

Students with Disabilities and Two or More Races were identified for ATSI.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by educational partners.

To support students with disabilities increase their academic performance additional support will be provided to assist them in gaining the necessary skills and knowledge to succeed. Additionally, with the addition of the TC II Translator, support for parent contact in both English and Spanish will be increased to target student absences with a focus on students with disabilities and students identified as Two or More Races.

Resource Inequities

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

In reviewing available resources to the site, there is an increased need for intervention support for struggling students above the allocation from the district with regard to MTSS instructional paraprofessionals. By increasing this support, struggling students (with a focus on students with disabilities) will be able to receive additional support. Also identified is the need for additional support for our families of English learners. The site has a greater need for translation support to encourage parents to communicate with the school site.

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

Rose Avenue Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Rose Avenue Elementary School's 2022-23 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue, discontinue, and to revise. This occurred during the months of Jan.-March 2023 meetings of SSC, ELAC, and site Leadership Team.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC, ELAC, School Leadership team and site teachers reviewed the evaluation of the previous year's SPSA. Strategies were reviewed with a careful review of student outcomes and goals achieved. The educational partners discussed strategies to continue and discontinue in an effort to increase student learning and close the achievement gap. The specific strategies were identified in the 2022-2023 School Plan for Student Achievement. Adjustments were made as data was collected, generally, after benchmark assessments were analyzed. Rose Avenue had its final data review for the 2022-2023 school year in May of 2023. Based on the evaluations and needs assessment, the educational partners participated in meetings in February-May 2023 in the development and approval of specific strategies in meeting the goals of the 2023-2024 SPSA.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We had several strategies that proved to have overall effectiveness when analyzing site DIBELS data. From BOY to EOY year we made growth across all grade levels. The following increases took place in the amount of students scoring at/above grade level-Kinder (Composite)-BOY-41% to EOY-90% (49% increase), 1st Grade(Composite)-BOY-69% to EOY-87% (20% increase), 2nd Grade(Reading Accuracy)-BOY-51% to EOY-77% (26% increase), 3rd Grade (Reading Accuracy)-BOY-44% to EOY-81% (37% increase), 4th Grade (reading accuracy)-BOY-75% to EOY-92% (17% increase), 5th Grade (reading accuracy)-BOY-42% to EOY-83% (41% increase), 6th Grade (reading accuracy)-BOY-90% to 95% (5% increase). Some of the strategies that supported this growth are implementation and coordination of MTSS reading intervention for all K-6th grade students on behalf of The Administrator of Curriculum & Instruction and MTSS IC, the "double dose"/tutoring provided by MTSS paras on additional work hour, school wide focus on reading fluency, site implementation of Data Dives/Academic conversations focusing on analyzing DIBELS and progress monitoring, school-wide focus on collaboration and engagement strategies, site based Professional Development and focus on MTSS site goals during staff meetings, Rose Avenue Leadership hosted voluntary (paid) instructional BIG IDEA workshops, RISE academic intervention, and EL strategies and regular ELAC parent meetings were all implemented with success toward meeting our site goals in ELA.

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

There were a few strategies that were not implemented. Teachers did not take advantage of additional collaboration time (at a paid rate) to analyze data, instead, we utilized staff meeting time and data dives to analyze data. The voluntary PD's offered by Leadership did not have consistent participation from teachers throughout the year. Site based afterschool tutoring was only offered by one teacher in Spring. Finally, the "In Person" Family Literacy Night was not implemented this year due to scheduling and coordination issues.

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.

As we move into the next year we look forward to implementing the majority of the strategies listed in the 2022-2023 SPSA in achieving our site goals, however, there are a few strategies that will be modified or changed. The main change to our plan, is our .5 Administrator of Curriculum & Instructional Support will no longer be budgeted through Title I. We have now budgeted to add an additional 6 hour paraprofessional to support MTSS and provide additional interventions. In addition, to support the increase of EL students and families on site, we will increase 3 additional hours for our TCII Translator to support our EL population. We will modify the amount budgeted to Professional Development as we continue to utilize staff meeting time, site based Leadership PD's, and District professional development catalogue as a means of providing Professional development. Academic intervention (additional hours) will be paid to classified staff and we will increase the amount of site based data dives (subs for academic conferencing).

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 0-49% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:

Continue to implement MTSS reading intervention with fidelity schoolwide. Encourage and support continued progress monitoring of these students through DIBELS. Provide and facilitate PLC analysis and lesson planning for DIBELS progress monitoring, provide and encourage continuous professional development in the areas of effective phonics instruction, and ensure all K-2 teachers consistently teach Wonders phonics routines on regular basis.

ELA PD

Based on PLC input we identified the following area of need in professional development PLC release time

To address this the school can:

Offer staff additional time and PD to enhance and refine the PLC process.

Additionally we analyzed specific data to indicate the following need(s):

In examining our data, our sub groups of EL's and Students with Disabilities need further support in foundational skills. In addition, across all grade levels we would like to see higher gains in reading fluency in comparing BOY and EOY data. An additional area of need is ongoing support and training for teachers in progress monitoring with DIBELS in order for students to receive needed instructional scaffolds and supports in meeting ELA standards.

Discuss the areas of strength and need based on data analysis:

Overall, all students have made growth in the area of English Language Arts, especially in the area of Reading Accuracy. While we did make growth in reading fluency, as a site we will continue to focus on reading fluency and increasing gains across all grade levels from BOY to EOY. The subgroups of English Learners and Students with Disabilities continue to have greater gaps in their academic development. These groups of students need additional support/remediation.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard 15 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -52.4	Goal -37.4
English Learners (EL)	Actual -72.4	Goal -57.4
Students with Disabilities (SWD)	Actual -103.1	Goal -88.1
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					
Schoolwide (SW)	A. The MTSS I.C. will coordinate, refine, and expand school wide MTSS intervention focusing on scheduling, program placement, teacher training and coaching in district approved intervention programs, and progress monitoring in order to increase the percent of students mastering grade level foundational skills. MTSS will begin school-wide by September.	A. Program progress monitoring will be reviewed monthly; student grouping will be adjusted as needed. Dibels assessments will be monitored every trimester. Teachers will receive real time coaching during weekly classroom walkthroughs. DIBEL's Data and 2022-2023 placements will be utilized to determine Tier 2 and Tier 3 students for intervention and used to place and monitor groups.	Instructional materials/supplies	Title 1 Supplies and Services	6118
			Technology: supplies and services	Title 1 Supplies and Services	9000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>B. There will be a school wide focus on reading fluency. Teachers will be expected to utilize fluency procedures and effective instructional practices. Teachers will focus on fidelity to MMH Wonders ELA curriculum to ensure that consistent reading fluency practice is happening in all classrooms. Students and teachers will set goals and progress monitor through DIBELS.</p>	<p>B. Teachers will utilize daily fluency checks within the Wonders curriculum. Monitored through DIBELS progress monitoring, classroom walk-throughs, and Dibels assessment data.</p>			
	<p>C. Site grade level data dives will take place 3 times throughout the year to analyze DIBELS data & progress monitoring and planning.</p>	<p>C. DIBELS and progress monitoring will be evaluated at Data Dives at BOY, MOY, and EOY</p>	Teacher hourly rate for collaboration	Title 1 Professional Development	3978

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. During instruction, teachers will provide students with frequent and multiple opportunities to discuss and collaborate using complete sentences and academic language.	D. Daily- classroom observations and walkthroughs			
	E. The Administration, MTSS Instructional Coach and leadership team will work together to determine needs for and facilitate additional on-site voluntary Professional development days focusing on effective instructional strategies and routines, common assessments, and data analysis related to decoding, reading fluency & comprehension. Mini Professional Development will be included as part of monthly staff meetings, as well as site Leadership BIG IDEA on site PD.	E. Monthly-based on needs evidenced through classroom walk-throughs, teacher surveys, benchmark assessment data, and DIBELS.	Teacher hourly rate for participation	Title 1 Professional Development	3795

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	F. RISE Academic Intervention will be offered to recommended primary students based upon DIBEL's assessments, beginning of year diagnostic and benchmark assessments.	F. Every trimester grades and program progress monitoring.			
	G. We will promote parent education by providing parent meetings/workshops "Literacy Night" that focus on building early literacy skills, reading fluency, and the grade level ELA Standards.	G. In Spring-Sign In Sheets			
	I. 6 hour instructional para will provide interventions in foundational skills and reading fluency to support	I. BOY, MOY, EOY DIBELS and progress monitoring.	Roving substitutes for Academic Conferences and SSTs	Title 1 Certificated	4575
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	A. EL learners will be placed appropriately in reading intervention groups and progress will be tracked throughout the year.	A. Program progress monitoring will be reviewed monthly; student grouping will be adjusted as needed. Dibels assessments will be monitored at BOY, MOY, & EOY.			
	B. Teachers will plan and provide designated/integrated ELD instruction through the MMH Wonders ELA curriculum.	B. Classroom walkthroughs; Weekly & Daily Schedules.			
	C. In order to promote speaking in complete sentences and use of academic language, teachers will intentionally plan and implement sentence frames/starters as a scaffold for EL students	C. Daily-classroom walk throughs and observations			
	D. ELAC meetings/Parent Education meetings supporting progress in ELA at home will be provided.	D. Each Trimester meetings will be scheduled, agendas and sign in sheets will be way of monitoring participation.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	E. EL students that are performing at the nearly met or not met level will be targeted for additional intervention in the area of reading and language development.	E. Based on student performance on District Benchmarks, i.e. DIBELS & Wonders Fluency and Unit Assessment-6-8 weeks.	Classified hourly pay	Title 1 Classified	3000
Students with Disabilities (SWD)					
	A. Special Education teachers and paras will receive professional development in MMH Wonders ELA curriculum and instructional routines as well as district approved intervention programs, based on student needs.	A. Multiple times through year based upon student performance on Wonders Unit Assessments and in class performance during classroom observations.			
		B. Weekly/monthly collaboration days.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>B. Special Education teachers will be included in all school wide collaboration days to focus on lesson planning with emphasis on effective instructional strategies and routines, common assessments, and data analysis related to reading comprehension, writing and speaking and listening skills. Once a month, SDC will meet as a collaborative group for planning and support.</p> <hr/>				
	<hr/> <p>C. . Paraprofessionals will be included with teacher training, planning on collaboration days, and opportunities for professional development.</p> <hr/>	<hr/> <p>C. Monthly-as appropriate based upon need of performance observation and teacher recommendation.</p> <hr/>			
		<hr/> <p>D. IEP goals, daily in-class performance, & DIBELs</p> <hr/>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. Resource students with goals in ELA foundational skills will participate in small group instruction (push-in and/or pull-out as designated in IEP) utilizing district approved intervention materials, or supporting with modifications/accommodations with grade level standards.				
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Data shows that a focus on foundational skills and acceleration has enabled growth in students from the beginning of the 2022-2023 school year in the area of math. SWUN curriculum implementation across K-6th grade continued during the 2022-2023 school year. The Administrator of Instructional Support and Pupil Services coordinated with the SWUN Math coach on a monthly basis to plan teacher professional development and support. Teachers participated in monthly coaching sessions with the SWUN coach, as well as the MCS math coach. During these professional learning sessions teachers viewed model lessons, had the opportunity for side by side coaching, focused on data analysis and lesson planning, and grade level articulation, focus on various components of the program, reaching consensus and collaboration and discussions during math. In addition, our teachers had the opportunity to participate in peer observations during math, as well as Leadership led voluntary PD in the area of math.

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

We had much success with with our monthly professional development Teachers did not take advantage of additional collaboration time to analyze common formative assessments, as this was done during the school day with the SWUN math coach or during regular collaboration with the MCS math coach.

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.

All strategies will be continued for the 2023-2024 school year. In addition, we will budget for an additional 6 hour instructional paraprofessional to provide math interventions in basic math facts to students that need the support.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark/ Curriculum Embedded Assessments we identified that 50-59% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Continue implementation of SWUN curriculum and focus as a site on effective instructional practices. Essential standards will be identified at each grade level. All teachers will be given the opportunity for monthly coaching sessions with SWUN & MCS coaches, focusing on analysis of data and lesson planning. Afterschool math interventions/tutoring will be offered to targeted students in both the Fall and the Spring, as needed.

MATH PD

Based on Observations we identified the following area of need in professional development Access to specific math PD

To address this the school can:

Encourage and provide opportunities for District offered, as well as, site based Professional Development in the area of effective math instruction and SWUN curriculum.

Additionally we analyzed specific data to indicate the following need(s):

In analyzing current data we identified that many of our intermediate level students have academic skill/curriculum learning gaps, due to the change in curriculum over the past two years. Teachers need further support in curriculum training, essential standards, and identification of subskills to grade level essential standards.

Discuss the areas of strength and need based on data analysis:

We currently have consistent K-6th grade implementation of math SWUN curriculum, as well as monthly coaching for teachers. There continues to be a need for instructional support and foundational basic math fact development for both primary and intermediate students.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard 17 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -79.3	Goal -62.3
English Learners (EL)	Actual -118.5	Goal -101.5
Students with Disabilities (SWD)	Actual -124.2	Goal -107.2
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	A. The Administration will collaborate with teachers and the SWUN math & District Coaches to analyze data and guide teachers in effective instructional practices in the area of Math.	A. Monthly-Program pacing will be monitored by grade level on a monthly basis. Classroom walkthroughs and student performance on unit and benchmark assessments will be analyzed to determine need.			
	B. Teachers will be scheduled to attend professional development and work with the SWUN & MCS math coaches on a monthly basis to ensure fidelity to and effective implementation of the SWUN Program. The focus of this professional development will be on effective implementation, analyzing benchmark data, and backwards planning to focus on essential standards.	B. District/ site SWUN PD opportunities that are scheduled monthly with coaches visits throughout the year.	Substitute Teachers	Title 1 Professional Development	1837

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	C. 6 hour instructional paraprofessional will provide interventions in the area of math to support mastering of grade level standards.	Unit and benchmark data will be evaluated at each trimester and groups will be monitored and fluid as needed.			
			Instructional Materials/supplies	Title 1 Supplies and Services	6118

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>F. Teachers will receive additional collaboration time to analyze data and lesson plan focusing on effective instructional practice and essential standards.</p> <p>G. RISE afterschool tutoring will be provided to targeted students who are not meeting the grade level standards in mathematics.</p> <p>H. We will promote parent education by providing parent meetings/workshops such as Family Math Night and/or STEM/Robotics opportunities to educate parents in ways in which they can help support students at home in the area of math.</p> <p>I. Teachers will participate in Data Dives and SST's with Administration to review trimester student data and plan for supports as needed</p>	<p>F. On designated collaboration days with focus on math, an additional paid hours will be offered to teachers for further planning</p> <p>G. Student performance in class on essential standards, formative assessments, & teacher referrals.</p> <p>H. At least once per year-monitored through sign-in sheet from event(s).</p> <p>I. Trimester-SWUN Benchmark and Unit assessment data</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	A. Through collaboration, teachers will identify academic vocabulary, derive common definitions, and create sentence stems for EL students.	A. Collaboration days and lesson planning throughout the year.			
	B. Teachers will explicitly teach content specific as well as academic vocabulary in math.	B. Daily-classroom walk-throughs and teacher planning, student application of vocabulary during observations			
	C. Teachers will frequently check for understanding with targeted EL students.	C. Daily-Summative ELPAC data per teacher, and student performance with grade level essential standards on formative and informal assessments.			
		D. Daily classroom walk-throughs and observations.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. Students will utilize academic vocabulary throughout classroom lessons via peer to peer, teacher to student and student to teacher.				
Students with Disabilities (SWD)	A. Special Education teachers will be provided collaboration time to work with grade alike peers time to analyze data and lesson plan focusing on effective instructional practices.	A.SWUN Unit Assessments and classroom lesson performance- Monthly			
	B. Special Education teachers will scaffold and support the implementation of adopted curriculum based on student needs.	B. Daily-based upon classroom performance, and SWUN assessment data.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	C. Resource students who have goals in the area of math will receive push-in supports with the adopted grade level curriculum and/or small group targeted interventions as appropriate.	C. As needed based upon IEP goals, classroom performance, and SWUN benchmarks.			
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

In examining our Attendance data, we saw a positive increase in our attendance rate when comparing 2022-2023 (91.35%) to 2021-2022 (88.89%). In addition, we decreased our chronic attendance rate by approximately 20% since 2021-2022. Our students of 2 or more races and students with disabilities have the higher rates of chronic absenteeism. The strategies that were implemented were effective in these positive gains. The Administrator of Instructional Support and Pupil Services regularly held SART meetings, coordinating with our attendance liaison and school records clerk focusing on families with chronic absenteeism. In addition, attendance was addressed in IEP meetings to improve attendance of our SWD. We also continued weekly and monthly attendance incentives with students and classes working toward perfect attendance.

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

All strategies and activities were implemented as planned and budgeted.

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.

Strategies will be continued and implemented beginning in August 2023.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Provide support to families through SART meetings, home visits daily attendance calls, parent education, and possible SARF referrals. In addition, we will make daily attendance a priority and incentivize students with positive increases in their attendance rates.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development
Access to specific attendance PD

To address this the school can:

Provide parent education/PD in regards to the importance of regular attendance.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

We had a slight increase in our attendance rates from May of 2022 (88.89%) to May of 2023 (91.35%). This year we had a great focus on increasing attendance and on chronic absenteeism. We saw a great decrease in our chronic rates between May of 2022 (48.51%) to May of 2023 (27.81%) a 20.7 % decrease. This decrease is due to the focus and communication with families of these students through SART and SARB meetings, as well as, our daily attendance calls. We will continue to strive to increase attendance to 98% rate, with a goal of at least .5% increase from the 2023-2024 school year.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase Student Attendance rate by 0.5% or to 98%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 91.35%%	Goal 91.85%	Actual 28.08%	Goal 27.08%
English Learners (EL)	Actual 91.45%	Goal 91.85%	Actual 31.25%	Goal 30.25%
Students with Disabilities (SWD)	Actual 90.70%	Goal 91.20%	Actual 31.76%	Goal 30.76%
Other Student Groups Two or More Races	Actual 91.77%	Goal 92.27%	Actual 51.52%	Goal 50.52%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	A. Administration and office staff will monitor daily attendance through PowerSchool. Daily phone calls will be made to verify absences.	A. Daily based upon attendance reports.			
	B. Home visits will be conducted by Admin and attendance liaison for students that begin to show attendance patterns.	B. As needed based attendance reports and SRC/parent communication reports.			
	C. the Vice Principal, with the SRC and attendance liaison, will run chronic absenteeism reports on a monthly basis. The families of these students will be targeted for SART meetings to conference on the importance of regular attendance.	C. Monthly based upon chronic absentee attendance reports.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. Chronic absenteeism students who do not improve attendance after SART meetings, will be referred to SARB by Vice Principal.	D. Throughout the year based on attendance reports as needed.			
	E. Multiple incentives and recognitions for improving individual, class, and school attendance will be implemented.	E. Throughout the year based upon attendance reports.	Student Recognition and incentives	Title 1 Supplies and Services	1000
English Learners (EL)	A. TC II Translator will make daily attendance phone calls to Spanish speaking parents.	A. Daily as needed based upon EL daily attendance			
	B. TC II Translator will provide Spanish translation for parent meetings and or SART meetings.	B. Monthly/as needed based upon EL attendance.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	A. SWD that are chronically absent will be included within the SART process to reinforce the importance of attendance.	A. Bi-monthly as needed based upon attendance reports in Data Dashboard			
	B. Administration will focus on chronic absenteeism of SWD parents in the area of communication and student relationships.	B. Daily-as needed based on attendance reports in Data Dashboard and teacher recommendation.			
	C. SWD students that decrease absenteeism rates will be targeted for incentives.	C. Monthly, based upon monthly attendance records.			
	D. Case managers and the Administration will communicate the importance of attendance in meeting IEP goals at IEP meetings.	D. As needed at IEPs based upon SART referrals and attendance reports.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Two or More Races	Administration and office staff will monitor daily attendance through PowerSchool. Daily phone calls will be made to verify absences.	Daily based upon attendance reports.			
	Home visits will be conducted by Admin and attendance liaison for students that begin to show attendance patterns.	As needed based attendance reports and SRC/parent communication reports.			
	The Vice Principal, with the SRC and attendance liaison, will run chronic absenteeism reports on a monthly basis. The families of these students will be targeted for SART meetings to conference on the importance of regular attendance.	Monthly based upon chronic absentee attendance reports.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This year the following strategies were implemented with a positive impact on our PBIS goals. The reinforcement of PBIS and Restorative Practices across the school campus as led by the Administrator of Instructional Support and Pupil Services. The PBIS/Restorative Practice Teams had positive impacts across the campus. Yard duties received training and met with the Administrator of Instructional Support and Pupil Services monthly. The contract with PAL Lunchtime Structured Activities, twice a week, also reduced the amount of playground/recess referrals. Student Assistant Specialist was on campus 4 days a week and met with students as needed, as well as, conducted class lessons on SEL when needed. All teachers had access to the social skills curriculum, Second Step. Weekly and daily incentives were implemented with success. Administrative collaboration and training with SDC staff and BCBA had an impact on the reduction of suspension of our SDC-ED students.

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

Social skills groups were not led by SAS, instead our BCBAs, Site Admin., and MTSS Instructional coach created opportunities for targeted students to receive Social Skills lessons led by MTSS paras.

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

We will continue the current strategies and incentives. We will also increase the amount of supports and programs promoting student leadership and social skills with the assistance and addition of an additional day for our Student Assistance Specialist. This increase will allow our SAS to be on campus 5 days a week to provide needed services to more students. Our PBIS team, School Support Manager, and yard duties will continue training in restorative practices to assist in the decrease of suspensions and implementation of PBIS REWARDS.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

Continuing to provide SEL lessons in the classrooms TK-6th, social skills lessons as needed, and restorative conversations when conflict arises. In addition, parent education and supports for behaviors at home.

PBIS PD

Based on PBIS Data we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

Provide PBIS and Restorative Practice training to ALL staff to reinforce and support the programs.

Additionally we analyzed specific data to indicate the following need(s):

We will continue to focus Restorative Practices and PBIS REWARDS training for all yard duties and staff. In addition, we would like to work with our BCBA's to provide parent education in regards to restorative practices and PBIS to support parents with at-home behaviors.

Discuss the areas of strength and need based on data analysis:

An area of strength is the level of PBIS implementation across campus by all staff. Student's are consistently recognized by all staff for displaying positive behaviors. Restorative conversations and behavior reflections proved to be successful in correcting student behaviors. Our SAS support was successful in supporting the Social Emotional needs of targeted students. The addition of our School Support Manager also supported our efforts in PBIS and supporting emotional needs.

Unfortunately, we did see an increase in our suspension rate to 2.14% due to student incidents. Further training in Restorative Practices, PBIS REWARDS, Social Emotional Learning, and parent education will be implemented in 2023-2024 to address the areas of need.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2023 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 2.14%	Goal 1.84%
English Learners (EL)	Actual 1.33%	Goal 1.03%
Students with Disabilities (SWD)	Actual 3.88%	Goal 3.58%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	A. The PBIS committee will enforce and support implementation of the school wide PBIS plan and analyzing of discipline data and training in Restorative Practices.	A. Meet 4 times per year-discipline data through Mosis and MCS Dashboard			
	B. Caught Being Good Tickets will be distributed by ALL staff to students who display positive behavior. Students names will be announced and they will receive incentive prizes on a weekly basis. In Addition, we will continue to expand our use of PBIS REWARDS among teachers and support staff.	B. Daily-Ticket collection and recognition on weekly basis, and PBIS Rewards points and implementation. Behaviors tied to tickets will be analyzed and compared to discipline reports	Student Recognition and Incentives	Title 1 Supplies and Services	1000
	C. All TK-6th grade teachers will have the option of referring targeted students for Social Skills groups with the Behavior Health Clinician or Student Assistance Specialist.	C. Teacher observation and recommendation-6 week increments-more as needed.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. All TK-6th grade teachers will be provided SEL curriculum-Second Step to implement in classroom.	D. Weekly/daily depending on student/class need based on behaviors and social skills needs.			

		<p>E. Twice per year or as needed based upon discipline data and playground referrals.</p> <p>F. Teacher recommendations and citation and yard incident review, as needed.</p> <p>G. Daily Interactions with students and discipline data.</p> <p>H. Monthly-recess citations and recess observations.</p> <p>I. Daily as needed- copies of citations for Admin review of trends.</p> <p>J. Based on referrals as needed.</p> <p>K. Weekly; recess referrals and student participation in structured activities provided.</p>			
			Consultant Contract-PAL	Title 1 Supplies and Services	5000

	<p>E. The administrators along with yard duty staff, will plan and conduct PBIS rules assembly and Recess Rodeo as needed to ensure school-wide knowledge and application of school rules and expectations.</p> <p>F. Administration will use Behavior Reflection Sheets with students referred to office to students to hold them accountable for behaviors.</p> <p>G. Administration presence will take place at recesses, lunch and before and afterschool to be proactive with behaviors.</p> <p>H. Yard Duties will receive monthly trainings/meetings with the Administrator of Instructional Support and Pupil Service focusing on positive behavior interventions and supports and Restorative Practices.</p> <p>I. Yard Duties will utilize PBIS designed citations as a means of communicating with teachers and parents.</p> <p>J. Student Assistant Specialist will be on site</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>5 days a week to service referred students and provide in-class SEL lessons as requested.</p> <p>K. PAL Structured Lunchtime Activities will be implemented on Tuesdays and Fridays.</p>				
English Learners (EL)	<p>A. TCII Translator will make calls to EL parents for incentives and consequences for behaviors.</p>	<p>A. Discipline reports as needed.</p>			
	<p>B. TC II Translator will translate at parent meetings/assemblies.</p>	<p>B. Based upon need.</p>			
Students with Disabilities (SWD)		<p>A. Daily as needed based upon discipline reports and daily communication with SDC teachers.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	A. Administration will play an active role in discipline and positive behavior support of SWD. Admin. will be on call to support the efforts of the ED teachers to support behaviors in and out of classrooms.				
	B. Behavior Health Clinician (EHRMS) will be on site 3 days a week focusing attention on behavioral interventions and social skills group with ED population.	B. Weekly	Student Assistance Specialist (SAS)	Title 1 Supplies and Services	13800
	Student mental health support - additional day of Student Assistance Specialist	Student logs and behavior referrals			
C. All Special Education (ED) teachers and para's will receive professional development on ways to effectively deescalate behaviors.	C. Collaboration days with BCBA monthly or as needed based upon behavior incidents.				
		D. As needed based on student behaviors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. Behavior Support Plans for targeted SWD who are in need of additional behavioral supports.				
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies that we implemented included the following: 6th grade career day, with recess visits for 1st-3rd of some professions, professional development and BCBA support of inclusive practices for general education staff, STEM Assembly, Family Night, and activities in the classrooms, MTSS reading intervention school wide and social emotional supports as needed for all TK-6th students. These strategies had a positive impact on STEM and college to career awareness.

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

Lego Robotics enrichment was not held during the school year due to lack of a teacher willing to teach the program. Legos Robotics was offered as a Summer Enrichment, however was not budgeted through the Title I account.

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

We will continue the strategies in the plan for the 2023-2024 school year. We will again attempt to provide Lego Robotics enrichment opportunity, as well as, plan field trips to area colleges and universities for targeted students to further exposure to STEM and college and career awareness. In addition, we will conduct a Career Day that includes all TK-6 students.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on STEM/STEAM Data we identified that 90-100% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:

Provide STEM access to all students through Consultant Contracts with STEM based assemblies, as well as Lego Robotics afterschool Enrichment to targeted students.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:
Encourage and support teacher participation in District Level STEM/STEAM Professional Development.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

None identified

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Ensure that students have equitable access to real world STEM and college and career opportunities.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
	Legos Robotics Enrichment will be offered in 6 week increments in Fall and Spring to 5th and 6th grade students	Student attendance in afterschool enrichment and interest in program			
	STEM Assemblies/Activities	Student interest and feedback on assemblies/activities provided	Consultant Contract (non PD)	Title 1 Supplies and Services	3000
	Field trips to colleges, universities and high schools with targeted grade levels	Participation in field trips and teacher input			
	Students will be exposed to different careers through career awareness day.	Guest Speakers will expose students to different career options-Spring. Student participation			
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The following strategies were implemented in trying to engage parent involvement: regular PTA meetings, site based parent calendars, monthly ELAC meetings, interpretation at parent meetings, site implementation of Parent Square, and Family Science Night.

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

Due to staffing issues, we were unable to coordinate and host a Family Literacy Night, as well as, PBIS Parent Education opportunities.

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

We will continue the strategies in the SPSA in the area of Parent Engagement.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student SEL issues

To address this the school can:

Provide Parent Education in regards to SEL supports.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Provide surveys to parents as to their choice in parent education topics, as well as, times/days parents would prefer these meetings take place.

Additionally we analyzed specific data to indicate the following need(s):

Based upon parent feedback, parents would like more opportunities for "Family Nights" and parent education opportunities rather than parent meetings. We have coordinated with District to schedule parent education opportunities during the 2023-2024 school year.

Discuss the areas of strength and need based on data analysis:

Our PTA continues to supporting parent involvement on campus. In addition, our Parent Ambassador will continue parent outreach to increase engagement. We will increase the hours of our TCII translator to support communication and translation of our increasing EL families. We will continue to develop opportunities on campus for parents to be involved with their students, teachers, staff, and administration.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase opportunities for parent engagement

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
	A. Family Math/STEM Night	Family Night Sign In sheets	Family Nights-supplies/refreshments	Title 1 Parent Involvement	1000
	B. Family Literacy Night				
	C. Monthly communication/recognition with parents for targeted students	Teacher referrals; monthly			
	Parent Education Meetings to promote PBIS/Restorative Practices and attendance.	Based upon student referrals/attendance data, meeting sign in sheets.	Parent Education Childcare	Title 1 Parent Involvement	275
			Teacher preparation/presentation	Title 1 Parent Involvement	859
			Interpretation	Title 1 Parent Involvement	275
	Promote and increase parent participation in PTA.	PTA meeting sign-in			
	Site Based Parent Calendars	Student enrollment; all families to receive parent calendar			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Provide additional translation support for parents to 1. deepen parents' understanding regarding support for their child to be reclassified, 2. translate support materials to be sent home, 3. convey effective strategies to support parents in supporting their student academically, 4 translation of daily communication with parents, and 5. provide a welcoming environment for all parents, no matter their home language.	Typist Clerk II Translator (3 hour)	Title 1 Positions	24534	Parent Involvement, PBIS, Attendance
Provide intervention support for students in grades K-6.	Instructional Paraprofessional (6 hour)	Title 1 Positions	47231	ELA, Math

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	71765	0.00
Title 1 Professional Development	9610	0.00
Title 1 Parent Involvement	2409	0.00
Title 1 Certificated	4575	0.00
Title 1 Classified	3000	0.00
Title 1 Supplies and Services	45036	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$136,395
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$136,395
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$136,395.00
Grand total budgeted including carryover from Section 11	\$136,395

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Rose Avenue Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Marlaina Bravo Term: 2022-2024 XParent Community Member	1. Name: Heather Herbst Principal
2. Name: Alexandra Camp Term: 2022-2024 XParent Community Member	2. Name: Ashley Stephens Term: 2021-2023 Teacher
3. Name: Margie Johnson Term: 2022-2024 XParent Community Member	3. Name: Elizabeth Fisher Term: 2022-2024 Teacher
4. Name: Lorene Stephens Term: 2022-2024 Parent XCommunity Member	4. Name: Megan Gallagher Term: 2022-2024 Teacher
5. Name: Jessica Weldy Term: 2022-2024 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Reahannon Barnwell Term: 2022-2024 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Carrie Fabela/Heather Herbst	English Language Advisory Council (ELAC)
Heather Herbst	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 06/08/2023 11:30 am

Attested:

Jessica Weldy	SSC Chairperson
Lorene Stephens	SSC Vice Chairperson
Ashley Stephens	SSC Secretary