School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rowland Avenue Elementary School	19 64436 6012587	May 20, 2024	August 15, 2024/January 09, 2025

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 Rowland Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement

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

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Plan Description

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

This plan is being used by Rowland Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

› Schoolwide Program
› Additional Targeted Support and Improvement

Purpose:

The School-Wide Plan (SWP) aims to elevate student achievement for all students, with a particular focus on those not meeting academic standards. By fostering innovative, positive environments, the SWP enhances connections between students and their learning experiences.

Components:

1. **Comprehensive Needs Assessment**: Identifying areas requiring urgent attention and resources.
2. **Reform Strategies:** Implementing methods to close achievement gaps and boost proficiency levels.
3. **Highly Qualified Teachers**: Ensuring all instructors meet high professional standards.
4. **Professional Development:** Providing continuous learning opportunities for staff.
5. **Parental Involvement:** Engaging families in educational processes and decision-making.
6. **Transition Plans:** Supporting students during key educational transitions.
7. **Teacher Assessment Involvement:** Engaging educators in developing and reviewing assessments.
8. **Coordination of Programs:** Efficient integration of various educational services and programs.

Governance and Educational Partner Engagement:

The School Site Council (SSC) plays a critical role in developing, reviewing, and annually updating the School Plan for Student Achievement (SPSA), including managing the budget and making necessary plan adjustments. Involvement extends to parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, as mandated by 5 California Code of Regulations (3932).

CSI and ATSI Planning:

- **CSI Planning:** This plan is specifically designed to meet federal CSI planning requirements for a school eligible for CSI. It details targeted strategies and interventions aimed at addressing the needs identified through comprehensive assessments, focusing on substantial improvements in academic outcomes.
- **ATSI Planning**: For a school eligible for ATSI, this plan serves to meet federal ATSI planning requirements, focusing on targeted supports for subgroups of students identified as underperforming to ensure that disparities in achievement are addressed effectively.

Parent and Community Involvement:

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.

- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

Alignment with Federal and State Mandates:
The SPSA aligns with ESSA requirements and integrates elements of Compensatory Education, focusing on maximizing federal investments to support underserved students. It aligns with district priorities outlined in the LCAP, focusing on data-driven professional development and instructional planning to promote equitable outcomes.

Title I Implementation:
All nine elementary schools, three middle schools, and one continuation high school operate school-wide Title I programs. Each school conducts an annual needs assessment, reviewing data to identify strengths and weaknesses and brainstorming improvement strategies. These assessments inform each site's SPSA, which outlines the use of Title I funds for initiatives like reading and math interventions, professional development, and supplemental learning materials.

This comprehensive approach ensures that our school meets state and federal requirements and aligns with our commitment to providing a high-quality, equitable education for all students, with robust involvement from our educational partners and the community.

Educational Partner Involvement

How, when, and with whom did Rowland Avenue 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

Rowland Avenue Elementary employs an inclusive and collaborative process for developing, reviewing, and updating its School Plan for Student Achievement (SPSA). We engage educational partners, including teachers, staff, parents, and community members, through diverse channels such as surveys, meetings, and open forums. This comprehensive approach ensures that our SPSA accurately reflects the varied needs and priorities of our entire school community. Annually, we conduct a thorough review of student performance data and solicit input from all educational partners to evaluate the effectiveness of our current strategies and pinpoint areas requiring improvement. By maintaining this rigorous and inclusive process, we ensure that our SPSA remains aligned with our overarching goal of delivering high-quality education to every student at Rowland Avenue Elementary.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the Single Plan for Student Achievement (SPSA). Our district engages a diverse array of educational partners to ensure the plan is comprehensive and responsive to the needs of all students.

Annual Cycle of Engagement

August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.
- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.
- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.
- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

- The finalized plan, incorporating all stakeholder feedback, is submitted for approval to the SSC. District personnel assist with necessary revisions to ensure compliance and quality before submission to the local governing board in January.

January - April: Implementation and Monitoring

- Following approval, the specified purchases and implementations of the plan are executed. The effectiveness of the SPSA is monitored through the use of observational tools and focused classroom walkthroughs.
- Meetings with the SSC and district liaisons discuss ongoing updates and modifications to the plan to ensure it remains effective and relevant.

May/June: Annual Review and Program Evaluation

- At the end of the academic year, school leaders conduct a thorough review of the plan's effectiveness using evidence from educational partner surveys, classroom walkthroughs, and district formative assessments.
- Feedback from this evaluation is shared with the SSC and ELAC, who provide further recommendations. This crucial step informs the refinement of goals and the adjustment of strategies/activities for the next academic year.

Additional Requirements for CSI and ATSI

For schools undergoing Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), the district ensures that the development and implementation of the SPSA are in close partnership with the school and its educational partners, aligning with specific requirements to support these statuses.

This framework outlines a comprehensive and inclusive approach to involving educational partners in the SPSA process, ensuring that the plan reflects diverse community needs and is a strategic tool for enhancing student achievement.

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.

The ESSA states that resource inequities may include a review of LEA and school-level budgets and that those inequities can be addressed by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Rowland Avenue Elementary qualified for ATSI because the Students with Disabilities student group met the criteria for determining Low Performing student groups on the Chronic Absenteeism indicator on the California School Dashboard. Local, state, and federal resources are allocated to the schools based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a qualifying per-pupil allocation. Sites are allocated General Fund based on a per-pupil allocation as well. As part of the identified Comprehensive Needs Assessment, detailed information was provided to educational partners on local, state, and federal budgets.

As an ATSI school, Rowland Avenue Elementary School monitors site data and budgeting to determine potential inequities at the site level. Rowland Avenue's data analysis identified a need to mitigate Chronic Absenteeism within the Students with Disabilities student group. In collaboration with education partners, Rowland Avenue Elementary identified illness, social and emotional needs, family hardship, inclement weather, and vacations as possible factors contributing to Chronic Absenteeism.

To mitigate Chronic Absenteeism, Rowland Avenue will raise awareness of its effects for all educational partners and identify specific school attendance barriers faced by children in poverty, foster youth, homeless youth, and any other significant student populations with high chronic absenteeism rates. In addition, Rowland Avenue will provide early intervention and support services to families through communication and home visits.

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.

Based on the 2024 California School Dashboard, Suspension for Socioeconomically Disadvantaged students was in the Orange performance category.

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.

According to the 2024 California School Dashboard, there are. no student groups performing two or more performance levels below the "all student" performance level.

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

Beyond the California School Dashboard data, Rowland Avenue Elementary thoroughly reviewed locally collected data to gain a more comprehensive understanding of student performance and well-being. This included analyzing results from local assessments such as iReady, STAR Reading, and District Writing Assessments and examining attendance records and behavioral reports. Additionally, the school gathered and evaluated survey feedback from parents, teachers, and students. This multi-faceted approach provided deeper insights into areas where students might require additional support, including social-emotional learning and specific academic and attendance interventions. By incorporating this diverse range of data sources, Rowland Avenue Elementary ensures that the strategies outlined in this plan are targeted and responsive to the unique needs of our students.

Data Analysis
Please refer to the School and Student Performance Data section, where analysis with conclusions is provided.

In creating this plan, we conducted thorough data analyses using a variety of outcome, process, perceptual, and demographic data. Careful attention is paid to California Dashboard Data and the goals related to data found in our district LCAP. Teachers have been provided collaborative data analysis and planning time utilizing Focused Schools Instructional Leadership Teams, Du Four's Professional Learning Communities model.

Surveys
This section describes the surveys (e.g., Student, Parent, and Teacher) used during the school year and summarizes the survey(s)'s results.

Information collected was shared with educational partners through Superintendent Town Hall meetings, DELAC and LCAP advisory groups, and Parent Square updates. A review of the data provided the district with feedback in preparing multiple plans.

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:
- Student participation in school activities
- Parent participation in school activities
- District and school priorities

- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. A review of all surveys provided the district with areas of strength and need. In the present school year, we plan to focus on the following areas in addition to the goals specified within this plan:
- Writing and Mathematics
- Student academic support
- Social-emotional support

The TK-12 parent survey and WASC parent survey findings are utilized to celebrate successes and to determine parent involvement needs. Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932).

Classroom Observations
Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.
Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program
In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:
- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on data. Each school plan examines the status of these findings and note the progress made. Special consideration is given to any practices, policies, or procedures found to be non-compliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability
Use of state and local assessments to modify instruction and improve student achievement (ESSA).

At the beginning of the school year, teachers, the School Site Council, ELAC, and the principal review and analyze state-mandated test results from the previous year. Where applicable, multi-year trends are identified. Focus groups are identified. This is a powerful part of the school's Annual Review of the SPSA.

Data is used to monitor student progress on curriculum-embedded assessments and modify instruction.

Teachers meet during collaborative team meetings to do the following:
- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Staffing and Professional Development
Status of meeting requirements for highly qualified staff (ESSA)

Covina-Valley strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all Covina-Valley Unified School District schools. The District's goal is to hire teachers with the appropriate credentials for their given assignment using hiring and recruitment strategies included in the Equitable Access Strategy Development Resource available from the California Department of Education. In addition, new teachers in Covina-Valley participate in additional professional development, are assigned a mentor teacher at the school site to provide support, and are closely monitored by site administrators to ensure effective teaching. If ineffective/mis-assigned or out-of-field teachers become a concern in the future, the Personnel Department would develop a plan with the

site administrator, School Site Council, Site Leadership Team, and Board of Education to assist teachers in completing credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

Covina-Valley's goal is to hire highly qualified staff with full credentials for the subjects they teach, including those for teaching English Learners. (CLAD) Teachers are provided professional development that includes, as appropriate, SBE-adopted instructional materials. Title I Professional Development is provided to teachers and administrators in the following areas: Focused Schools-Instructional Leadership Teams, best teaching practices, goal setting, and goal monitoring (Title II Funded), Steve Ventura- Achievement Team/PLC Training, standards analysis, pre- and post-assessments (Title II /LCAP Funded). LCAP funds are used to expand Professional Development, including UCI Math Project-Standards analysis, pacing, hands-on math instruction (LCAP Funded), Thinking Maps and Write from the Beginning and Beyond- 8 Thinking Maps linked to thought processes, writing instruction based on Thinking Maps (LCAP Funded), Science, Technology, Engineering, and Mathematics (LCAP Funded), ELD Coach- Coach provides training, assistance with planning, and in-class coaching for teachers in the area of English Language Development (LCAP and Title III
Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

Alignment of staff development to content assessed student performance, and professional needs (ESSA).

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Training is differentiated for new and
veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

All staff development is aligned to the Local Control Accountability Plan (LCAP) and Common Core State Standards, assessed student performance and professional needs.

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

High-quality professional development and coaching for site instructional leadership teams, made up of teachers and administrators, is provided by Focused Schools. This professional development involves the strategic implementation of focused, evidence-based strategies. Additional professional development is offered depending on grade level, subject, and related experience. New teachers are linked with a veteran teacher-coach to welcome them to the district and assist with the completion of the teacher's university-based induction program and the navigation of district expectations. New teachers receive training on the curriculum and supplemental programs, including Thinking Maps and Write from the Beginning and Beyond. All teachers and administrators participate in 3 district-wide professional development days and additional training according to their school site, grade level, or subject area. Administrators: All principals receive one-on-one coaching, and new principals receive additional coaching, and a Focused Schools change of principal workshop with site staff. All principals participate in monthly professional development and four district-wide administrator professional development days. In addition, administrators learn alongside teachers by participating in teacher professional development opportunities. Covina-Valley builds leadership capacity by offering teacher leadership opportunities outside the classroom, including PLC leaders, Tech Mentors, ELD Coordinators, etc. All teacher leaders work closely with their site principal to develop leadership skills. We also added entry-level leadership positions, including an elementary assistant principal and a secondary dean. Entry-level administrators are paired with a veteran administrator coach to help guide them through the transition to leadership. All teachers
and administrators participate in 3 district-wide professional development days and additional training for their school site, grade level, or subject area.

Teacher collaboration by grade level (K through grade 8 and department (grades 9-12).

Teachers meet during collaborative team meetings to do the following:
- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples

- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning
Alignment of curriculum, instruction, and materials to content and performance standards (ESSA).

Curriculum, instruction, and materials are aligned to Common Core State Standards for content areas. The curriculum is adapted from the state-approved adoption list and vetted by a committee of teachers and administrators for alignment with standards and academic rigor.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-12).

Instructional minutes for reading/language arts and mathematics adhere to, and many exceed, state recommendations (ESSA, see K-5 SARC).

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

District pacing guides (TK-5) and master schedules (6-12) allow for student intervention and reteaching throughout the school year. Tier I Intervention is provided by classroom teachers. At K-5 schools, a Title I Intervention Teacher provides Tier 2 and 3 Intervention.

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

All instructional materials are standards-based and available to all staff and students. Covina-Valley continues to receive sufficient reports on Williams requirments.

Availability of SBE-adopted and standards-aligned instructional materials, including intervention materials, and high school students, access to standards-aligned core courses.

SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for all subjects and grade levels. (see RTI Pyramids and SARC) Transition plans to Next Generation Science Standards are created and utilized by teams of TK-12 teachers.

Opportunity and Equal Educational Access
Services provided by the regular program that enable underperforming students to meet standards (ESSA).

Services provided to enable underperforming students to meet standards (see Intervention Pyramids)
- Differentiated instruction allows for additional time and support for students who are not meeting standards
- Students benefit from the Response to Intervention (RTI) model, in which student outcomes are routinely reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team
- Student Success Teams ensure that an individual plan is developed so that underperforming students receive the resources and services needed
- TK-5 learning specialists and TK-12 classroom teachers provide strategic interventions to assist students in meeting standards
- Counseling services are provided on campus and through a variety of community resources
- Opportunities for increased learning time (Title I SWP)
- Use of highly qualified instructional aides to support classroom instruction
- Interventions are provided during the school day whenever possible; additional interventions are provided before and after school.

Evidence-based educational practices to raise student achievement.

Effective Research Models are articulated in the Research Foundation Section of the SPSA. The research is rated according to the adopted ESSA ratings. All of our district programs are rated Strong or Moderate by ESSA research agencies. Our RTI Intervention Pyramids for English Language Arts and Math are also crucial for raising our student achievement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rowland Avenue 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%		0	0
African American	2.4%	1.61%	1.36%	11	7	6
Asian	8.6%	8.29%	9.55%	40	36	42
Filipino	1.5%	1.61%	2.5%	7	7	11
Hispanic/Latino	82.1%	81.57%	78.86%	384	354	347
Pacific Islander	0.2%	%	0%	1	0	0
White	3.4%	4.15%	3.18%	16	18	14
Multiple/No Response	1.9%	2.30%	3.64%	9	10	16
			Total Enrollment	468	434	440

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	87	73	66
Grade 1	70	68	68
Grade 2	72	70	76
Grade3	74	70	73
Grade 4	86	71	81
Grade 5	79	82	76
Total Enrollment	468	434	440

Conclusions based on this data:

1. Student enrollment has declined from 468 students in 2020-21 to 440 students in 2022-23. While minor fluctuations are evident across most grade levels, kindergarten has seen enrollment decrease by 19 students.

2. There has been a notable decline in the percentage of Hispanic/Latino students from 82.1% in 2020-21 to 78.86% in 2022-23. Despite this decline, Hispanic/Latino students continue to represent the largest demographic group within the school's population.

3. There has been a decline in the percentage of African American students from 2.4% in 2020-21 to 1.36% in 2022-23. African American students continue to be the smallest demographic group within the school's population.

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)	52	58	67	11.1%	13.4%	15.2%
Fluent English Proficient (FEP)	61	46	48	13.0%	10.6%	10.9%
Reclassified Fluent English Proficient (RFEP)	6			11.5%		

Conclusions based on this data:

1. The percentage of English Learners (EL) in the student population has steadily increased over the past three years, rising from 11.1% in 2020-21 to 15.2% in 2022-23.

2. The proportion of Fluent English Proficient (FEP) students has declined, dropping from 13% in 2020-21 to 10.9% in 2022-23, suggesting fewer students are maintaining proficiency after initial classification.

3. The available data does not include specific numbers for Reclassified Fluent English Proficient (RFEP) students in the latter years, indicating a need for more comprehensive tracking and reporting of this group's progression.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	72	76	72	72	75	72	72	75	98.6	100.0	98.7
Grade 4	72	79	75	71	79	74	71	79	74	98.6	100.0	98.7
Grade 5	82	75	81	81	73	80	81	73	80	98.8	97.3	98.8
All Grades	227	226	232	224	224	229	224	224	229	98.7	99.1	98.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2473.	2456.	2460.	51.39	34.72	40.00	19.44	30.56	21.33	11.11	23.61	21.33	18.06	11.11	17.33
Grade 4	2464.	2485.	2458.	26.76	36.71	22.97	25.35	25.32	29.73	18.31	12.66	16.22	29.58	25.32	31.08
Grade 5	2514.	2510.	2511.	24.69	20.55	30.00	32.10	32.88	32.50	20.99	21.92	13.75	22.22	24.66	23.75
All Grades	N/A	N/A	N/A	33.93	30.80	31.00	25.89	29.46	27.95	16.96	19.20	17.03	23.21	20.54	24.02

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.11	20.83	20.00	47.22	68.06	58.67	16.67	11.11	21.33
Grade 4	19.72	18.99	12.16	60.56	63.29	68.92	19.72	17.72	18.92
Grade 5	18.52	19.18	20.00	60.49	61.64	60.00	20.99	19.18	20.00
All Grades	24.55	19.64	17.47	56.25	64.29	62.45	19.20	16.07	20.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.50	25.00	34.67	51.39	66.67	50.67	11.11	8.33	14.67
Grade 4	15.49	17.72	9.46	64.79	62.03	64.86	19.72	20.25	25.68
Grade 5	22.22	19.18	22.50	60.49	64.38	55.00	17.28	16.44	22.50
All Grades	25.00	20.54	22.27	58.93	64.29	56.77	16.07	15.18	20.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.61	13.89	21.33	63.89	72.22	68.00	12.50	13.89	10.67
Grade 4	8.45	17.72	14.86	71.83	70.89	68.92	19.72	11.39	16.22
Grade 5	13.58	19.18	13.75	76.54	72.60	75.00	9.88	8.22	11.25
All Grades	15.18	16.96	16.59	70.98	71.88	70.74	13.84	11.16	12.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.56	31.94	29.33	54.17	58.33	60.00	15.28	9.72	10.67
Grade 4	8.45	21.52	14.86	76.06	68.35	62.16	15.49	10.13	22.97
Grade 5	17.28	13.70	20.00	75.31	75.34	61.25	7.41	10.96	18.75
All Grades	18.75	22.32	21.40	68.75	67.41	61.14	12.50	10.27	17.47

Conclusions based on this data:

1. Across all grades tested, there was an increase in students performing below standard in CAASPP English Language Arts/Literacy (ELA). The percentage of students below standard increased from 20.54% in 2022-23 to 24.05% in 2023-24.

2. Across all grades tested, there was an increase in students performing below standard in CAASPP Reading. The percentage of students below standard increased from 16.07% in 2022-23 to 20.09% in 2023-4

3. The participation rates for students taking the CAASPP ELA assessments remained high, with 98.7% of students participating in the assessments across all grades in 2023-24, ensuring comprehensive data representation.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	72	76	73	72	76	73	72	76	100.0	100.0	100
Grade 4	72	79	75	72	79	74	72	79	74	100.0	100.0	98.7
Grade 5	82	75	81	82	75	81	82	75	81	100.0	100.0	100
All Grades	227	226	232	227	226	231	227	226	231	100.0	100.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2480.	2468.	2469.	38.36	34.72	30.26	38.36	33.33	36.84	13.70	20.83	17.11	9.59	11.11	15.79
Grade 4	2470.	2489.	2484.	19.44	25.32	24.32	23.61	26.58	28.38	33.33	30.38	28.38	23.61	17.72	18.92
Grade 5	2485.	2492.	2513.	15.85	16.00	24.69	15.85	17.33	23.46	30.49	37.33	27.16	37.80	29.33	24.69
All Grades	N/A	N/A	N/A	24.23	25.22	26.41	25.55	25.66	29.44	25.99	29.65	24.24	24.23	19.47	19.91

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.73	34.72	28.95	47.95	50.00	52.63	12.33	15.28	18.42
Grade 4	16.67	24.05	20.27	52.78	53.16	56.76	30.56	22.78	22.97
Grade 5	13.41	16.00	18.52	56.10	53.33	58.02	30.49	30.67	23.46
All Grades	22.91	24.78	22.51	52.42	52.21	55.84	24.67	23.01	21.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.47	30.56	35.53	49.32	59.72	55.26	8.22	9.72	9.21
Grade 4	22.22	25.32	20.27	52.78	50.63	67.57	25.00	24.05	12.16
Grade 5	18.29	5.33	17.28	60.98	66.67	66.67	20.73	28.00	16.05
All Grades	27.31	20.35	24.24	54.63	58.85	63.20	18.06	20.80	12.55

Conclusions based on this data:

1. Students showed improvement in overall CAASPP Math achievement with the "Standard Met" and "Standard Exceeded" categories increasing from 50.88% in 2022-23 to 55.85% in 2023-24.

2. Students showed significant improvement in Communicating Reasoning with the "Standard Met" and "Standard Exceeded" categories increasing from 79.20% in 2022-23 to 87.44% in 2023-24

3. The participation rate for students taking the CAASPP Math assessments remained high, with 99.6% of students participating in the assessment across all grades in 2023-24, ensuring comprehensive data representation.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

<table>
<tr><td colspan="13">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Overall</td><td colspan="3">Oral Language</td><td colspan="3">Written Language</td><td colspan="3">Number of Students Tested</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>K</td><td>1429.6</td><td>1424.6</td><td>1376.1</td><td>1432.0</td><td>1431.8</td><td>1386.1</td><td>1423.6</td><td>1407.4</td><td>1352.4</td><td>17</td><td>19</td><td>22</td></tr>
<tr><td>1</td><td>1477.5</td><td>1449.7</td><td>1415.5</td><td>1462.1</td><td>1456.9</td><td>1419.6</td><td>1492.5</td><td>1442.1</td><td>1411.1</td><td>12</td><td>13</td><td>11</td></tr>
<tr><td>2</td><td>*</td><td>1480.9</td><td>1458.8</td><td>*</td><td>1478.5</td><td>1450.5</td><td>*</td><td>1482.9</td><td>1466.5</td><td>10</td><td>11</td><td>11</td></tr>
<tr><td>3</td><td>*</td><td>*</td><td>1455.8</td><td>*</td><td>*</td><td>1461.3</td><td>*</td><td>*</td><td>1449.7</td><td>7</td><td>9</td><td>11</td></tr>
<tr><td>4</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>9</td><td>7</td><td>8</td></tr>
<tr><td>5</td><td>*</td><td>1483.6</td><td>*</td><td>*</td><td>1476.1</td><td>*</td><td>*</td><td>1490.8</td><td>*</td><td>8</td><td>11</td><td>9</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>63</td><td>70</td><td>72</td></tr>
</table>

<table>
<tr><td colspan="14">Overall Language
Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Level 4</td><td colspan="3">Level 3</td><td colspan="3">Level 2</td><td colspan="3">Level 1</td><td colspan="3">Total Number of Students</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>K</td><td>17.65</td><td>15.79</td><td>0.00</td><td>23.53</td><td>15.79</td><td>22.73</td><td>47.06</td><td>57.89</td><td>40.91</td><td>11.76</td><td>10.53</td><td>36.36</td><td>17</td><td>19</td><td>22</td></tr>
<tr><td>1</td><td>16.67</td><td>15.38</td><td>0.00</td><td>41.67</td><td>30.77</td><td>27.27</td><td>25.00</td><td>38.46</td><td>36.36</td><td>16.67</td><td>15.38</td><td>36.36</td><td>12</td><td>13</td><td>11</td></tr>
<tr><td>2</td><td>*</td><td>9.09</td><td>9.09</td><td>*</td><td>54.55</td><td>45.45</td><td>*</td><td>27.27</td><td>27.27</td><td>*</td><td>9.09</td><td>18.18</td><td>*</td><td>11</td><td>11</td></tr>
<tr><td>3</td><td>*</td><td>*</td><td>9.09</td><td>*</td><td>*</td><td>54.55</td><td>*</td><td>*</td><td>18.18</td><td>*</td><td>*</td><td>18.18</td><td>*</td><td>*</td><td>11</td></tr>
<tr><td>4</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>5</td><td>*</td><td>0.00</td><td>*</td><td>*</td><td>54.55</td><td>*</td><td>*</td><td>9.09</td><td>*</td><td>*</td><td>36.36</td><td>*</td><td>*</td><td>11</td><td>*</td></tr>
<tr><td>All Grades</td><td>17.46</td><td>10.00</td><td>5.56</td><td>30.16</td><td>35.71</td><td>36.11</td><td>36.51</td><td>37.14</td><td>30.56</td><td>15.87</td><td>17.14</td><td>27.78</td><td>63</td><td>70</td><td>72</td></tr>
</table>

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	10.53	9.09	17.65	36.84	27.27	29.41	42.11	18.18	29.41	10.53	45.45	17	19	22
1	25.00	23.08	0.00	33.33	15.38	36.36	33.33	46.15	36.36	8.33	15.38	27.27	12	13	11
2	*	36.36	18.18	*	36.36	36.36	*	18.18	27.27	*	9.09	18.18	*	11	11
3	*	*	18.18	*	*	63.64	*	*	0.00	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	45.45	*	*	18.18	*	*	0.00	*	*	36.36	*	*	11	*
All Grades	23.81	22.86	22.22	33.33	37.14	34.72	26.98	24.29	16.67	15.87	15.71	26.39	63	70	72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	10.53	0.00	29.41	15.79	18.18	47.06	47.37	40.91	11.76	26.32	40.91	17	19	22
1	16.67	0.00	0.00	41.67	46.15	18.18	16.67	30.77	36.36	25.00	23.08	45.45	12	13	11
2	*	0.00	9.09	*	63.64	36.36	*	27.27	18.18	*	9.09	36.36	*	11	11
3	*	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
All Grades	12.70	2.86	2.78	33.33	31.43	25.00	30.16	38.57	34.72	23.81	27.14	37.50	63	70	72

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	15.79	9.09	58.82	78.95	54.55	11.76	5.26	36.36	17	19	22
1	33.33	30.77	18.18	58.33	69.23	54.55	8.33	0.00	27.27	12	13	11
2	*	36.36	27.27	*	54.55	63.64	*	9.09	9.09	*	11	11
3	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
All Grades	36.51	21.43	22.22	50.79	68.57	55.56	12.70	10.00	22.22	63	70	72

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	5.26	9.09	41.18	73.68	59.09	35.29	21.05	31.82	17	19	22
1	8.33	15.38	0.00	58.33	61.54	63.64	33.33	23.08	36.36	12	13	11
2	*	27.27	0.00	*	63.64	72.73	*	9.09	27.27	*	11	11
3	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*
All Grades	20.63	21.43	25.00	55.56	60.00	50.00	23.81	18.57	25.00	63	70	72

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	10.53	0.00	76.47	84.21	50.00	11.76	5.26	50.00	17	19	22
1	41.67	15.38	18.18	33.33	61.54	54.55	25.00	23.08	27.27	12	13	11
2	*	18.18	0.00	*	72.73	63.64	*	9.09	36.36	*	11	11
3	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
All Grades	12.70	8.57	4.17	61.90	61.43	52.78	25.40	30.00	43.06	63	70	72

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	21.05	27.27	47.06	36.84	36.36	23.53	42.11	36.36	17	19	22
1	25.00	0.00	0.00	66.67	76.92	45.45	8.33	23.08	54.55	12	13	11
2	*	18.18	9.09	*	72.73	63.64	*	9.09	27.27	*	11	11
3	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*
All Grades	25.40	15.71	11.11	55.56	55.71	54.17	19.05	28.57	34.72	63	70	72

Conclusions based on this data:

1. The ELPAC results indicate a negative trend in the Overall Mean Scale score in kindergarten and first grade over 3 years.

2. The ELPAC results indicate an increase in the number of students at Performance Level 1 in Overall Language from 17.74% in 2022-23 to 27.28% in 2023-24

3. ELPAC data indicates an increase in the number of students assessed on the ELPAC over three consecutive years from 55 students assessed in 2020-21 to 72 students assessed in 2023-24.

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**
440	**69.1**	**15.2**	**0.2**
Total Number of Students enrolled in Rowland Avenue 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	15.2
Foster Youth	1	0.2
Homeless	5	1.1
Socioeconomically Disadvantaged	304	69.1
Students with Disabilities	34	7.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.4
Asian	42	9.5
Filipino	11	2.5
Hispanic	347	78.9
Two or More Races	16	3.6
White	14	3.2

Conclusions based on this data:

1. The student population at Rowland Avenue Elementary School is predominantly socioeconomically disadvantaged, with 69.1% of students eligible for free or reduced-price meals. This highlights a significant need for targeted support and resources to address the unique challenges faced by these students.

2. Rowland Avenue Elementary School's student body is diverse, with Hispanic students making up the largest demographic group at 78.9%. Other racial and ethnic groups, including African American, Asian, Filipino, White students and students with two or more races, are also represented but in much smaller numbers.

3. Rowland Avenue Elementary School has a notable proportion of students with additional needs, including 15.% English Learners and 7.7% students with disabilities. This underscores the importance of providing specialized support and resources to meet these students' diverse educational and developmental needs.

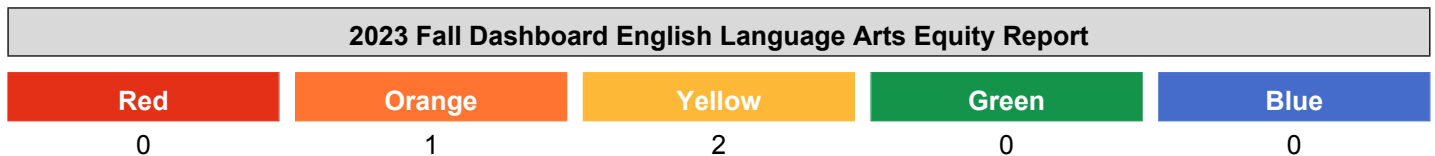# School and Student Performance Data

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.

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Rowland Avenue Elementary School students' overall performance in English Language Arts and Mathematics is at the Green performance level, indicating above-average achievement. This suggests effective teaching strategies and student understanding in this subject area.

2. Rowland Avenue Elementary School's overall English Learner Progress is at the Orange performance level. This is due to a decrease in the percentage of students making progress toward English Language proficiency from 41.5%

in 2021-22 to 36.2% in 2022-23. This indicates a need for additional targeted English Language Development instruction.

3. Rowland Avenue Elementary School's Chronic Absenteeism measure is Red, the lowest performance level, highlighting a significant need to improve student attendance. Addressing this issue is critical, as consistent attendance is vital for academic success and overall student engagement.

School and Student Performance Data

Academic Performance
English Language Arts

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
16.4 points above standard	12.1 points below standard	0 Students
Maintained -0.8 points	Decreased -14.5 points	
220 Students	43 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	47.7 points below standard
1 Student	6.7 points above standard	Increased Significantly +51.5 points
	Maintained +2.8 points	28 Students
	161 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	83.8 points above standard Increased Significantly +18.9 points 17 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 6.7 points above standard Maintained -0.2 points 180 Students	Less than 11 Students 9 Students	No Performance Color 0 Students	Less than 11 Students 6 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.9 points below standard Increased +12.4 points 22 Students	55.7 points above standard Increased +14.8 points 21 Students	20.2 points above standard Maintained +1 points 159 Students

Conclusions based on this data:

1. Rowland Avenue Elementary School's performance in English Language Arts is at the Green level, indicating maintained performance overall, with students 17.2 points above standard in 2021-22 and 16.4 points above standard in 2022-23. However, the gap between overall student achievement and student achievement in the English Learner and Socioeconomically Disadvantaged groups has increased, necessitating increased efforts to address these disparities.

2. Rowland Avenue Elementary School's Socioeconomically Disadvantaged student group, representing the largest demographic, performed 6.7 points above standard in 2022-23. This represents an increase from 3.9 points above standard in 2021-22, suggesting a need for increased efforts to accelerate progress.

3. Rowland Avenue Elementary School's English Learner student group is at the Orange performance level in English Language Arts at 12.1 points below the standard in 2022-23. This indicates a significant gap in ELA achievement for this group, necessitating focused efforts to address these disparities.

School and Student Performance Data
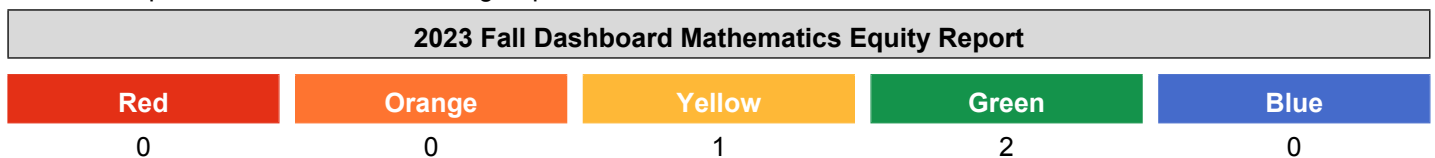
Academic Performance
Mathematics

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
2.2 points above standard	22.9 points below standard	0 Students
Increased +3.9 points	Decreased Significantly -16.3 points	
220 Students	43 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	66.5 points below standard
	5.8 points below standard	Increased Significantly +19.6 points
1 Student	Increased +9.7 points	28 Students
	161 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	69.4 points above standard Increased +4.8 points 17 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 7.3 points below standard Increased +6.8 points 180 Students	Less than 11 Students 9 Students	No Performance Color 0 Students	Less than 11 Students 6 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.8 points below standard Increased +6 points 22 Students	38.8 points above standard Increased +11.2 points 21 Students	4.9 points above standard Increased +8.1 points 159 Students

Conclusions based on this data:

1. Rowland Avenue Elementary School's performance in Math is at the Green level, indicating maintained performance overall, with students 2.2 points above standard in 2022-23. However, the gap between overall student achievement and student achievement in the English Learner group increased in 2022-23, necessitating increased efforts to address these disparities.

2. Rowland Avenue Elementary School's English Learner performance in Math is at the Yellow level, indicating a decline in performance from 6.6 points below standard in 2021-22 to 22.9 points below standard in 2022-23. This notable decline indicates a need increased efforts to accelerate progress.

3. Rowland Avenue Elementary School's Socioeconomically Disadvantaged student group performed 5.8 points below standard in 2022-23. This represents an improvement from 15.5 points below standard in 2021-22. In addition to improvement, the gap between overall student achievement and student achievement in the Rowland Avenue Elementary School's Socioeconomically Disadvantaged student group decreased in 2022-23,

School and Student Performance Data
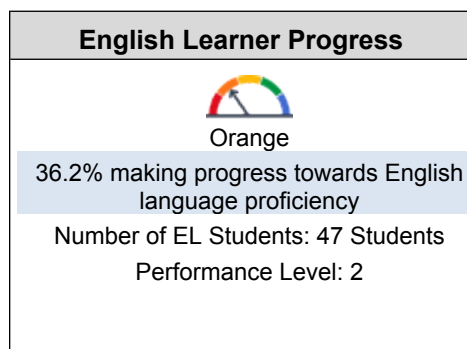
Academic Performance
English Learner Progress

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.

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."

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
English Learner Progress
Orange
36.2% making progress towards English language proficiency
Number of EL Students: 47 Students
Performance Level: 2

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

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**
11	19	0	17

Conclusions based on this data:

1. Rowland Avenue Elementary School's English Progress Indicator is at the Orange performance level with 36.2% making progress toward English language proficiency in 2022-23. The Orange performance level reflects low English Learner Progress and a decline in English learner progress.This suggests a need for more effective language acquisition support and targeted interventions to reverse this trend.

2. A significant number of EL students, 40%, maintained their levels at the lower end of the English Language Proficiency Indicator (ELPI), such as levels 1, 2L, 2H, 3L, or 3H. This indicates that many students are struggling to progress beyond these foundational levels, necessitating enhanced instructional strategies.

3. No students maintained an ELPI Level 4, the highest English language proficiency level, highlighting a gap in achieving advanced proficiency among EL students. This underscores the need for targeted programs to help students reach and maintain higher proficiency levels.

School and Student Performance Data

Academic Performance
College/Career Report

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.

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."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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	English Learners	Foster Youth
Red	Yellow	Less than 11 Students
27.9% Chronically Absent	19.5% Chronically Absent	
Increased Significantly 8	Declined -3.1	2 Students
451 Students	77 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
	30.1% Chronically Absent	36.5% Chronically Absent
5 Students	Increased Significantly 6.8	Increased 8.8
	326 Students	52 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	No Performance Color 0 Students	Blue 0% Chronically Absent Declined -2.5 47 Students	Less than 11 Students 10 Students

Hispanic	Two or More Races	Pacific Islander	White
Red 31.1% Chronically Absent Increased Significantly 8.7 354 Students	45% Chronically Absent Increased 29.6 20 Students	No Performance Color 0 Students	28.6% Chronically Absent Increased 22.7 14 Students

Conclusions based on this data:

1. Rowland Avenue Elementary School's Chronic Absenteeism Indicator is at the Red performance level with 27.9% chronically absent in 2022-23. The Red performance level reflects very low performance and a significant increase in chronically absent students. This widespread issue indicates a need for targeted interventions to improve attendance.

2. Rowland Avenue Elementary School's Students With Disabilities group has the highest rate of Chronic Absenteeism, 36.5%, in 2022-23. This suggests the necessity for targeted support programs to address the underlying issues contributing to these high absenteeism rates.

3. Rowland Avenue Elementary School's English Learner student group improved attendance and has the lowest rate of Chronic Absenteeism, 19.5%, in 2022-23. This data may reflect increased engagement and supports for English Learners and their families.

School and Student Performance Data
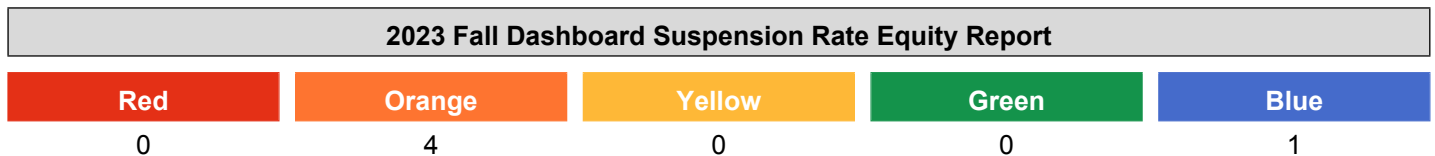
Academic Engagement
Graduation Rate

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

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."

Red	Orange	Yellow	Green	Blue

Red — Lowest Performance

Blue — Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	1

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

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
1.5% suspended at least one day	2.6% suspended at least one day	3 Students
Increased 1.3	Increased 2.6	
461 Students	78 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
5 Students	1.2% suspended at least one day	3.8% suspended at least one day
	Increased 0.9	Increased 3.8
	329 Students	53 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students	0 Students	0% suspended at least one day	0% suspended at least one day
6 Students		Maintained 0	11 Students
		48 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
1.4% suspended at least one day	20 Students	0 Students	0% suspended at least one day
Increased 1.1			Maintained 0
361 Students			15 Students

Conclusions based on this data:

1. Rowland Avenue Elementary School's overall suspension rate for in 2022-23 is low at 1.3%. This indicates a generally positive school climate with minimal need for suspensions.

2. Rowland Avenue Elementary School's suspension rate for English Learners increased by 2.6% in 2022-23. This increase suggests a need to maintain a supportive and equitable school environment for all students.

3. Rowland Avenue Elementary School's suspension rate for Students With Disabilities increased by 3.8% in 2022-23. This increase suggests a need to provided target support to address the unique needs of Students With Disabilities.

District/School Goals Alignment

LCAP Goals:

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.

2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-4	**English Language Arts:** Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP. **Mathematics:** Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP. **Science:** Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST. **English Learner Progress:** Increase by 5% the number of students that that are making progress towards English language proficiency, as measured by English Learner Progress Indicator on the CA Dashboard. **Graduation Rate:** Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma. **A-G Rate:** Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements. **Attendance:** Increase Districtwide Attendance Rate to at least 95% or higher.	Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement

Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	• Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) • Coaching for Central Office personnel and site leadership • Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement.	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	• Ensuring that All Students Learn (Big Idea #1) • Building a Culture of Collaboration for School Improvement (Big Idea #2) • A Focus on Results (Big Idea #3) • Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano)	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	• Tiers I, II and III Intervention structure planned and utilized • All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs • Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004)	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	• Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning • Powerful adaptive diagnostic and growth measure • Core standards-based instruction, practice, and assessment • Adaptive learning • Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	• Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. • Excellent for English Learners and others to understand and access core curriculum • Thinking maps are a "common visual language" for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.)	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	• Grade level appropriate expectations for effective student writing • Teachers receive instruction for writing at their grade level • Students self-evaluate their writing performance and identify strategies for improvement • Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner)	Goals, Strategies, & Proposed Expenditures

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Expository Reading and Writing Course (ERWC) 6-12 ESSA: Moderate	• Professional Development for teachers • Aligned to California's ELA Common Core Standards • Text-Based Grammar for Expository Reading and Writing • New relevant student topics for enhanced motivation • Reading and writing in both literary and informational texts (California Department of Education (CCSS), California State University course syllabus)	Goals, Strategies, & Proposed Expenditures
UCI Math Project ESSA: Moderate	• Research -based hands-on professional development. • Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. • Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. • Intervention curriculum to fill in the gaps for students below grade level. • Scaffolded English Language Learners supports. (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)	Goals, Strategies, & Proposed Expenditures
Lindamood-Bell ESSA: Strong	• Tiers I, II, III intervention • Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. • Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. • Professional development to develop the underlying process necessary for a student to learn to read and comprehend. (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)	Goals, Strategies, & Proposed Expenditures
Ruler ESSA: Moderate	• A system approach to Social-Emotional Learning. • RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. • RULER supports the entire school community in: Understanding the value of emotions; Buildings the skills of emotional intelligence; and Creating and maintaining a positive school climate. (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)	Goals, Strategies, & Proposed Expenditures
Character Strong/Purposeful People ESSA: Moderate	• Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. • SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making • Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility (Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).	Goals, Strategies, & Proposed Expenditures

In addition, the school has identified the following educational research to serve as the foundation for schoolwide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Achievement Teams ESSA: Strong	Utilizing 5-step protocol to guide the work of PLCs and targeted short-term Common Formative Assessments Research-based framework or approach that focuses on outcomes, data, practices and systems Maximizes academic outcomes for all students by using data to drive instruction, focusing on results of learning, and identifying best instructional practices	Goals, Strategies, & Proposed Expenditures
Positive Behavioral Interventions and Supports (PBIS) ESSA: Strong	Implement a PBIS framework to identify, teach, and reinforce positive behaviors in students. Improve social, emotional, and academic outcome for every student.	Goals, Strategies, & Proposed Expenditures
Close Reading ESSA: Strong	Read closely, grade level text, to determine literal and inferential meaning.Re-read for textual evidence and to support conclusions	Goals, Strategies, & Proposed Expenditures
Parent Engagement and Education ESSA: Strong	Provide opportunities for families to participate in school events, activities, monitoring students' progress, and family information and learning nights.	Goals, Strategies, & Proposed Expenditures

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

- By June 2025, 80% of K-5th grade students will meet or exceed standard in English Language Arts, as measured by i-Ready assessments.
- By June 2025, there will be a 5% increase in 3rd-5th grade students who meet or exceed standards in ELA as measured by CAASPP data.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

Based on CAASPP data for 3rd-5th graders, the area of greatest need was identified as written communication. Based on the i-Ready diagnostic data, the areas of greatest need were vocabulary, comprehension, and written communication.

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
CAASPP ELA 24-25	Overall 62% Grade 3 - 65% Grade 4 - 62% Grade 5 - 60%	Overall 67% Grade 3 - 70% Grade 4 - 67% Grade 5 - 65%
i-Ready Diagnostic 24-25	Final Diagnostic i-ready Reading - Spring 2025 Grade K - 72% at or above grade level Grade 1 - 69% at or above grade level Grade 2 - 72% at or above grade level Grade 3 - 76% at or above grade level Grade 4 - 63% at or above grade level Grade 5 - 53% at or above grade level	Final Diagnostic i-ready Reading - Spring 2025 Grade K - 80% at or above grade level Grade 1 - 80% at or above grade level Grade 2 - 80% at or above grade level Grade 3 - 81% at or above grade level Grade 4 - 80% at or above grade level Grade 5 - 80% at or above grade level

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	Students will receive a comprehensive and standards-based English Language Arts program using the district-adopted curriculum and components included in the program. Supplemental instructional technology, materials, and supplies will be provided to support differentiated, Common Core standards-based instruction.	All Students	1,000 LCFF S/C Site Innovation (3313) Books and Supplies 750 LCFF S/C New Teacher (2223) Books and Supplies
1.2	Staff will collaborate in Professional Learning Communities to: • Design and implement Common Core aligned instruction. • Design and implement Rowland Avenue's Multi-Tiered System of Support. • Monitor student learning with common, formative assessments. • Analyze data from to inform instruction and pacing. • Design and implement appropriate differentiation and intervention. • Implement Thinking Maps across all grade levels. • Implement Write from the Beginning and Beyond with rubrics.	All Students	2,000 LCFF S/C Site Innovation (3313) Certificated Salaries 1,000 LCFF S/C Site Innovation (3313) Books and Supplies
1.3	The Title 1 teacher will: • Provide targeted intervention for students performing below standard on CAASPP ELA and/or i-Ready ELA Diagnostic. • Collaborate with teachers and staff to implement and monitor Rowland Avenue's Multi-Tiered System of Support. • Provide and support parent education and family nights.	All Students	District funded 1,000 LCFF S/C Tutoring (2226) Classified Salaries
1.4	Rowland Avenue's team of Academic Leaders and the staff will analyze the school-wide data for the purpose of creating and/or reaffirming the school-wide focus, SMARTe goals, and action plans. Professional learning and release time will be provided for the Academic Leadership team to further develop their skills as teacher leaders. The professional learning may include work with instructional coaches and consultants.	All Students	1,500 Title I - Site Allocation Professional/Consulting Services 1,000 Title I - Site Allocation Books and Supplies
1.5	Teachers and support staff will participate in professional learning in the areas of Social and Emotional Learning, Multi-tiered Systems of	All Students	1,000 LCFF S/C Site Innovation (3313)

			Books and Supplies
	Support, Common Core State Standards, Thinking Maps, and Write From the Beginning. The professional learning may include work with instructional coaches and consultants.		
1.6	Extended library time and tutoring to support ELA achievement.	All Students	5,500 LCFF S/C Tutoring (2226) Certificated Salaries 1,300 Site Allocation (26000.0) Services and other operating expenditures
1.7	Student learning in ELA and other curricular areas will be supported through software licenses, computer programs, and technology integration. Technology equipment and peripheral devices will be purchased, replaced, and updated as needed.	All Students	2,000 Title I - Site Allocation Books and Supplies 2,000 LCFF S/C Site Innovation (3313) Books and Supplies
1.8	Reading incentive program to support ELA achievement.	All Students	5,000 LCFF S/C Site Innovation (3313) Books and Supplies
1.9	Parent engagement to support student achievement will include education and information sessions, family events, and Parent-Principal events.	All Students	1,000 Title I - Site Allocation Classified Salaries 2,000 Title I - Site Allocation Books and Supplies 504 Title I- Parent Involvement Books and Supplies

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

ELA Common Core (1.1): Implementation of Common Core Standards across grades TK-5 included professional development, district-adopted curriculum, and supplemental materials.

Professional Learning Communities (1.2): PLCs focused on using data to plan instruction and interventions. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Title 1 Teacher (1.3): The Title 1 Teacher provided targeted intervention for students performing below standard on CAASPP ELA and/or i-Ready ELA Diagnostic. While students progressed within the intervention program, these gains did not translate to improved performance on CAASPP ELA or i-Ready ELA Diagnostic.

Professional Development and Collaboration (1.4): Ongoing professional development and collaboration facilitated the development of professional relationships. This supported some improvement in student outcomes, though not to the extent needed to achieve the targeted 5% proficiency increase.

Leadership Team and Data Analysis (1.5): Achievement/Leadership Teams focused on using data to plan instruction and interventions. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Extended Library Hours (1.6): The school library was open during extended hours before and after school. However, the participation rate was low throughout the year and the impact on student proficiency was not significantly measurable.

Technology Integration (1.7): Incorporating technology and programs to engage students and enhance learning. Although this strategy contributed to classroom engagement, the impact on ELA proficiency was not significantly measurable.

Reading Incentive Program (1.8): Student participation and achievement in the Accelerated Reader program was at an all-time high in 2023-24. However, the impact on student proficiency was not significantly measurable.

Parent Engagement (1.9): The school offered various parent involvement opportunities, including workshops and literacy nights. While these activities aimed to support students' learning at home, their direct impact on student proficiency was not significantly measurable.

Transition Programs (1.10): Transition programs for preschool to kindergarten and fifth to middle school students were implemented. These programs focused on readiness and easing transitions.

Library Books (1.11): Books were added to all classrooms libraries. These additions increased student access to texts at their specific reading level. However, the impact on student proficiency was not significantly measurable.
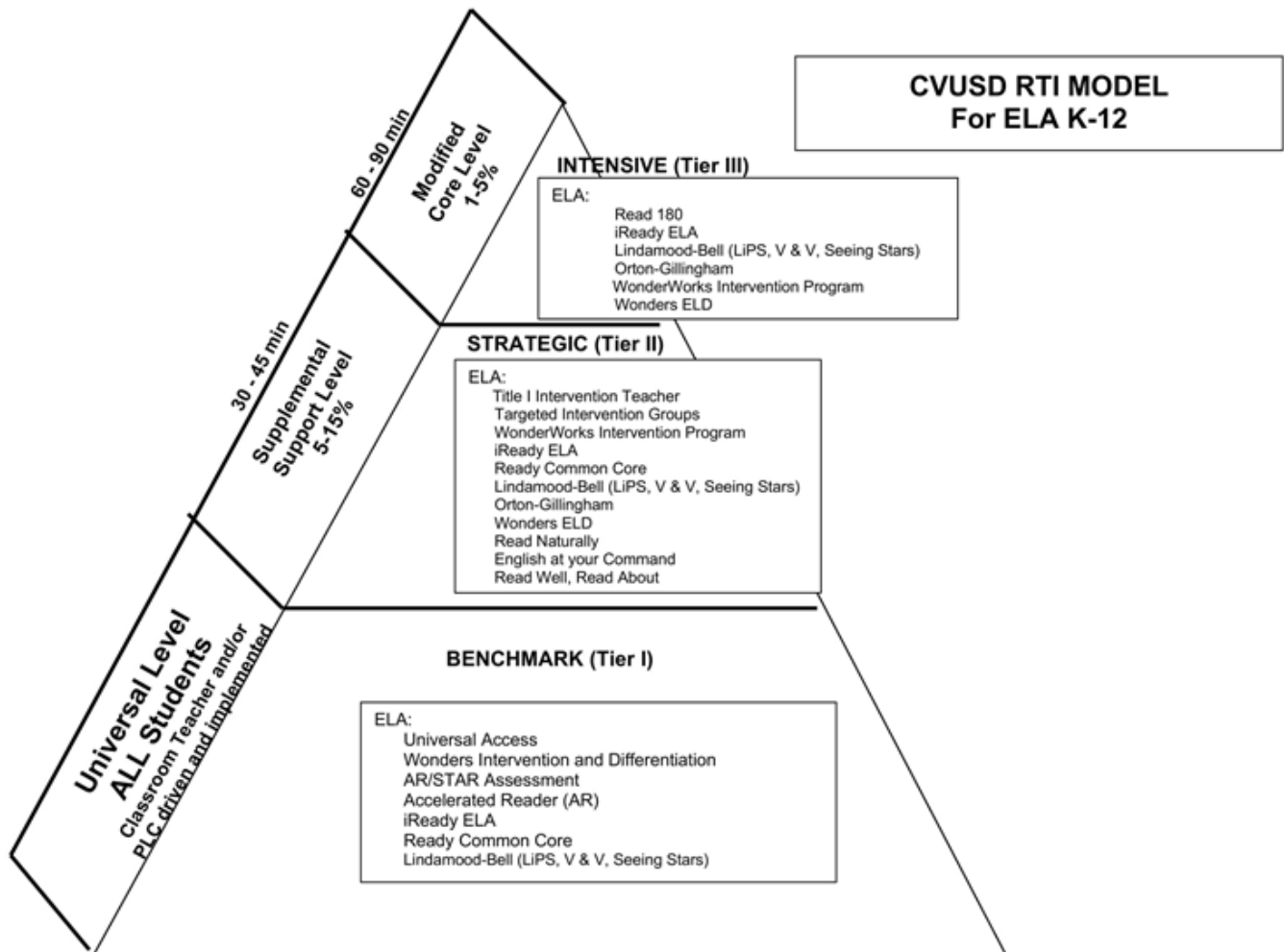
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were aligned with the planned activities, including professional development, technology integration, parent engagement, and interventions. However, achievement targets were not met and the allocation of resources may need to be reconsidered.

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.

Rowland Avenue Elementary School's goal is to increase student achievement in ELA through continued implementation of best practices, professional development, and parent engagement. The Rowland Staff will continue to use PLCs, Achievement Teams, and professional development to develop and monitor English Language Arts SMART Goals. Technology integration will be promoted through a teacher stipend allocated by the District. Site-based technology allocation will be reduced and used exclusively to replace and update technology as needed. The school library received significant District funding in 2023-24; therefore, the site-based library allocation will be reduced.

RTI Pyramid: District ELA

CVUSD RTI MODEL For ELA K-12

Modified Core Level 1-5% (60 - 90 min)

INTENSIVE (Tier III)

ELA:
- Read 180
- iReady ELA
- Lindamood-Bell (LiPS, V & V, Seeing Stars)
- Orton-Gillingham
- WonderWorks Intervention Program
- Wonders ELD

Supplemental Support Level 5-15% (30 - 45 min)

STRATEGIC (Tier II)

ELA:
- Title I Intervention Teacher
- Targeted Intervention Groups
- WonderWorks Intervention Program
- iReady ELA
- Ready Common Core
- Lindamood-Bell (LiPS, V & V, Seeing Stars)
- Orton-Gillingham
- Wonders ELD
- Read Naturally
- English at your Command
- Read Well, Read About

Universal Level ALL Students — Classroom Teacher and/or PLC driven and implemented

BENCHMARK (Tier I)

ELA:
- Universal Access
- Wonders Intervention and Differentiation
- AR/STAR Assessment
- Accelerated Reader (AR)
- iReady ELA
- Ready Common Core
- Lindamood-Bell (LiPS, V & V, Seeing Stars)

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.

Mathematics

- By June 2025, 80% of K-5th grade students will meet or exceed standard in Mathematics, as measured by i-Ready Math assessments.
- By June 2025, there will be a 5% increase in 3rd-5th grade students who meet or exceed standards in Mathematics as measured by CAASPP assessments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

Based on CAASPP data for 3rd-5th graders, the area of greatest need was identified as Problem Solving and Modeling/Data Analysis.

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
CAASPP Math 24-25	CAASPP Math Overall - 50% Grade 3 - 68% Grade 4 - 51% Grade 5 - 33%	CAASPP Math Overall - 55% Grade 3 - 73% Grade 4 - 56% Grade 5 - 38%
i-Ready Math Diagnostic 24-25	Final Diagnostic i-ready Math - Spring 2025 Grade K - 65% at or above grade level Grade 1 - 55% at or above grade level Grade 2 - 56% at or above grade level Grade 3 - 61% at or above grade level Grade 4 - 66% at or above grade level Grade 5 - 48% at or above grade level	Final Diagnostic i-ready Math - Spring 2025 Grade K - 80% at or above grade level Grade 1 - 80% at or above grade level Grade 2 - 80% at or above grade level Grade 3 - 80% at or above grade level Grade 4 - 80% at or above grade level Grade 5 - 80% at or above grade level

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	Students will receive comprehensive Mathematics instruction using UCI Math, district-adopted curriculum, and components included in the programs. Supplemental instructional technology, materials, and supplies will be provided to support differentiated instruction and fully implement Standards of Mathematical Practice (SMP) and Common Core Math standards.	All Students	1,000 Title I - Site Allocation Books and Supplies 2,000 LCFF S/C Site Innovation (3313) Books and Supplies 750 LCFF S/C New Teacher (2223) Books and Supplies
2.2	Staff will collaborate in Professional Learning Communities to: • Design and implement Common Core Math and SMP aligned instruction. • Design and implement Rowland Avenue's Multi-Tiered System of Support. • Monitor student learning with common, formative assessments. • Analyze data from to inform instruction and pacing. • Design and implement appropriate differentiation and intervention. • Implement Thinking Maps across all grade levels.	All Students	2,000 Title I - Site Allocation Certificated Salaries 2,000 LCFF S/C Site Innovation (3313) Books and Supplies 1,000 Title I - Site Allocation Books and Supplies
2.3	The Math Intervention teacher will: • Provide targeted intervention support for students performing below standard on CAASPP Math and/or i-Ready Math Diagnostic. • Collaborate with teachers and staff to implement and monitor Rowland Avenue's Multi-Tiered System of Support. • Provide and support parent education and family nights.	All Students	District funded 1,000 LCFF S/C Site Innovation (3313) Books and Supplies 500 Title I- Parent Involvement Books and Supplies
2.5	Rowland Avenue's team of Academic Leaders and the staff as a whole will analyze school-wide data for the purpose of creating and/or reaffirming the Mathematics school-wide focus, SMARTe goals, and action plans. Professional learning and release time will be provided for the Academic Leadership team to further develop their skills as teacher leaders. The professional learning may include work with instructional coaches and consultants.	All Students	2,000 Title I - Site Allocation Professional/Consulting Services

2.6	Teachers and support staff will participate in professional learning in the areas of UCI Math, Common Core Math standards, SMPs, Multi-tiered Systems of Support, and Thinking Maps. The professional learning may include work with instructional coaches and consultants.	All Students	District funded
2.7	Extended library time and tutoring to support Mathematics achievement.	All Students	4,000 LCFF S/C Tutoring (2226) Certificated Salaries 500 LCFF S/C Tutoring (2226) Classified Salaries 1,200. Site Allocation (26000.0) Services and other operating expenditures

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

Math Common Core (2.1): Implementation of the Common Core Standards Math across grades TK-5 included professional development, district-adopted curriculum, and supplemental materials.

Professional Learning Communities (2.2): PLCs focused on using data to plan instruction and interventions. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Math Intervention Teacher (2.3): The Math Intervention teacher provided targeted intervention for students performing below standard on CAASPP Math and/or i-Ready Math Diagnostic. While students progressed within the intervention program, these gains did not translate to improved performance on the CAASPP Math or i-Ready Math Diagnostic.

Leadership Team and Data Analysis (2.5): Achievement/Leadership Teams focused on using data to plan instruction and interventions. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Professional Development and Collaboration (2.6): Ongoing professional development and collaboration facilitated the development of professional relationships. This supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Extended Library Hours Math Support (2.7): The school library was open during extended hours before and after school. However, the participation rate was low throughout the year and the impact on student proficiency was not significantly measurable.
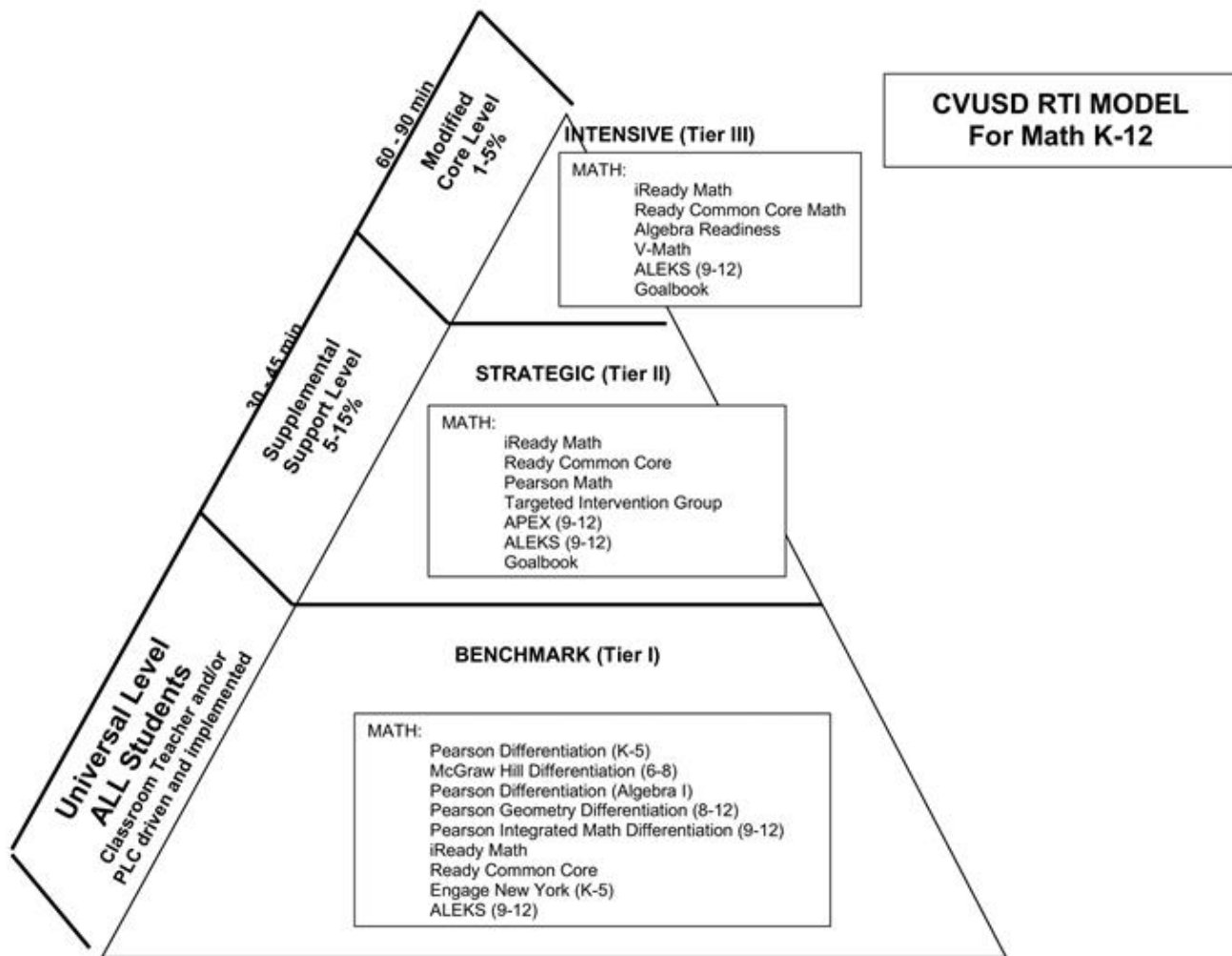
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were aligned with the planned activities, including professional development, parent engagement, and interventions. However, achievement targets were not met and the allocation of resources may need to be reconsidered.

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.

Rowland Avenue Elementary School's goal is to increase student achievement in Math through continued implementation of best practices, professional development, and parent engagement. The Rowland Staff will continue to use PLCs, Achievement Teams, and professional development to develop and monitor Math SMART Goals. At this time, changes will not be made to this goal.

RTI Pyramid: District Math

CVUSD RTI MODEL For Math K-12

60 - 90 min — Modified Core Level 1-5%

INTENSIVE (Tier III)

MATH:
iReady Math
Ready Common Core Math
Algebra Readiness
V-Math
ALEKS (9-12)
Goalbook

30 - 45 min — Supplemental Support Level 5-15%

STRATEGIC (Tier II)

MATH:
iReady Math
Ready Common Core
Pearson Math
Targeted Intervention Group
APEX (9-12)
ALEKS (9-12)
Goalbook

Universal Level ALL Students — Classroom Teacher and/or PLC driven and implemented

BENCHMARK (Tier I)

MATH:
Pearson Differentiation (K-5)
McGraw Hill Differentiation (6-8)
Pearson Differentiation (Algebra I)
Pearson Geometry Differentiation (8-12)
Pearson Integrated Math Differentiation (9-12)
iReady Math
Ready Common Core
Engage New York (K-5)
ALEKS (9-12)

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.

English Language Development

- By June 2025, there will be a 5% increase in 1st-5th grade EL students that meet or exceed standard in English Language Arts and Mathematics, as measured by i-Ready assessments.
- By June 2025, there will be a 5% increase in 3rd-5th grade EL students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP.
- By June 2025, there will be a 5% increase in 5th grade EL students that meet or exceed standards in SCIENCE as measured by the CAST assessment.
- By June 2025, there will be a 5% increase in 3rd-5th grade Long Term English Language Learner (LTEL) students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP and i- Ready assessments.
- By June, 2025, there will be a 5% increase in 1st-5th grade students redesignated as fluent English proficient (RFEP), as measured by LEA reclassification criteria and the ELPAC.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

EL learner redesignation as fluent English proficient (RFEP) within 3 years of being identified as an EL learner.

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
ELPAC Results	On the 2023-2024 ELPAC Summative Assessment, 50.8% of Rowland Avenue Students scored "Well Developed" or "Moderately Developed"	On the 2024-2025 ELPAC Summative Assessment, there will be a 5% increase in K-5th grade students who score "Well Developed" or "Moderately Developed".

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
3.1	All EL students will receive instruction by CLAD/LDS (or equivalent) certificated teachers. Teachers will utilize ELD and SDAIE strategies to provide differentiated language instruction and support.	English Language Learners	District funded
3.2	All EL students will receive a minimum of 30 minutes daily Designated ELD Language support in addition to the English Language Arts period. ELD Language support will align with the CA ELD standards and the ELA/ELD Framework. Teachers will use the district-adopted curriculum, Moving Into English, and components included in the program. Supplemental instructional technology, material, and supplies will be provided to support differentiated ELD instruction.	English Language Learners	District funded 1,000 Title I - Site Allocation Books and Supplies
3.3	Staff will collaborate in Professional Learning Communities to: • Design and implement CA ELD standards aligned instruction. • Design and implement Rowland Avenue's Multi-Tiered System of Support. • Monitor EL proficiency with common, formative assessments. • Analyze data to target ELD instruction. • Design and implement appropriate differentiation and intervention. • Implement Thinking Maps across all grade levels. • Implement Write from the Beginning and Beyond with rubrics.	English Language Learners	1,000 Title I - Site Allocation Certificated Salaries 2,000 LCFF S/C Site Innovation (3313) Books and Supplies
3.4	EL students performing below standard on CAASPP and/or i-Ready Diagnostics will receive targeted support through MTSS.	English Language Learners	2,000 LCFF S/C Tutoring (2226) Certificated Salaries 1,000 Title I - Site Allocation Books and Supplies
3.5	EL instruction will be supported through software licenses, computer programs and technology integration. Technology equipment and peripheral devices will be purchased, replaced, and updated as needed.	English Language Learners	2,000 Title I - Site Allocation Books and Supplies
3.6	Parent engagement to support student achievement will include ELAC meetings, parent education and information sessions, family events, and Parent-Principal events. Written and audio translations will be available for parent engagement events, home-school communication, and conferences.	English Language Learners	1,000 Title I - Site Allocation Classified Salaries 500 Title I- Parent Involvement Books and Supplies

					2,000 LCFF S/C Site Innovation (3313) Books and Supplies
3.7	Extended library time and tutoring to support ELD achievement.				3,000 LCFF S/C Tutoring (2226) Certificated Salaries

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

ELD Integration in Core Content (3.1) and Designated ELD Instruction (3.2): Teachers provided daily designated ELD instruction for at least 30 minutes and utilized ELD and SDAIE strategies to provide differentiated language instruction and support. Despite these efforts, the data shows a decrease in the percentage of students making progress toward English Language proficiency from 41.5% in 2021-22 to 36.2% in 2022-23. This indicates a need for additional targeted English Language Development instruction.

Professional Learning Communities (3.3): PLCs monitored English Learner progress through iReady. However, monitoring did not positively impact English Learner achievement in CAASPP ELA or CAASPP Math.

ELD Intervention (3.4) and Technology Integration (3.5): Teachers provided ELD intervention through Lexia Language lessons. Despite these efforts, Rowland Avenue English Learners, CAASPP ELA scores decreased by 14.5 points in 2022-23. Additionally, the gap between overall student achievement and student achievement in the English Learner group increased, necessitating focused efforts to address these disparities.

Parent Engagement (3.6): ELAC meetings and other parent involvement opportunities were offered, with translation services provided. These efforts aimed to engage parents in their children's education, yet the impact on student achievement was limited, indicating a need for more targeted parent engagement strategies.

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 significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were aligned with the planned activities, including professional development, parent engagement, and interventions. However, achievement targets were not met and the consistency of implementation needs additional support and monitoring.

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

The goal is to increase English Language Learner student achievement with continued implementation of identified best practices, collaboration among staff, and professional development opportunities. We will monitor the quality and quantity of academic discourse (e.g., classroom discussions, number talks, and peer collaboration) during designated and integrated ELD time. Additionally, we will improve our monitoring of English Language Learner progress and collaborate to provide targeted instruction and intervention.

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.

Science

- By June 2025, there will be a 5% increase in 5th grade students that meet or exceed standard in Science as measured by the CAST assessment.
- By June 2025, there will be a 5% increase in 5th grade English Language Learner (ELL) students that meet or exceed standard in Science as measured by the CAST assessment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

A review of the Dashboard and local data reveals that while 51% of 5th-grade students met or exceeded science standards as measured by the 2023-24 CAST assessment, there is a need for improvement. Implementing targeted interventions and support systems that focus on enhancing science instruction and providing additional resources for students is crucial. The school will monitor progress closely and adjust strategies to ensure all students meet or exceed the set standards.

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
CAST Common Formative Assessments (CFA)	In 2023-24, CAST Scores indicate 51% of 5th grade students met or exceeded standards in Science.	By June 2025, 56% of 5th grade students will meet or exceed standards in Science as measured by CAST and CFAs.

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
4.1	Students will receive NGSS instruction to include Science and Engineering Practices (SEP), Disciplinary Core Ideas (DCI), and Cross Cutting	All Students	2,000 LCFF S/C Site Innovation (3313)

			Concepts (CCS). Supplemental instructional technology, materials, and supplies will be provided to support NGSS instruction.		Books and Supplies 1,100 Title I - Site Allocation Books and Supplies
	4.2	Staff will collaborate in Professional Learning Communities to: • Design and implement NGSS instruction. • Monitor student learning with common, formative assessments. • Analyze data from to inform instruction and pacing. • Design and implement appropriate differentiation and intervention. • Implement Thinking Maps across all grade levels.	All Students	1,000 LCFF S/C Site Innovation (3313) Books and Supplies 1,000 LCFF S/C Site Innovation (3313) Certificated Salaries
	4.3	Rowland Avenue's team of Academic Leaders and the staff as a whole will analyze CAST data for the purpose of creating and/or reaffirming the school-wide focus, SMARTe goals, and action plans. Professional learning and release time will be provided for the Academic Leadership team to further develop their skills as teacher leaders. The professional learning may include work with instructional coaches and consultants.	All Students	1,000 LCFF S/C Site Innovation (3313) Certificated Salaries 1,000 Title I - Site Allocation Books and Supplies
	4.4	Teachers and support staff will be participate in NGSS and CAST professional learning. The professional learning may include work with instructional coaches and consultants.	All Students	1,200 LCFF S/C Site Innovation (3313) Professional/Consulting Services

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

Core Curriculum and Supplemental Materials (4.1), Professional Development (4.4): Teachers effectively implemented the Next Generation Science Standards (NGSS), core curriculum and supplemental materials to strengthen science concept development. Professional development enhanced teacher understanding of Science Common Core Standards and supported lesson design through an NGSS lens. These efforts resulted in significant gains in student proficiency, with the percentage of students meeting or exceeding standards increasing from 27% in 2022-23 to 51% in 2023-24

Professional Learning Communities (4.2), Leadership and Data Analysis (4.3): PLCs and Achievement Teams focused on using data to plan instruction and interventions. This data driven process contributed to a 24% increase in students meeting or exceeding standards.

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

There were no major differences between the planned and actual implementation of strategies. All activities were executed as intended, and the budgeted expenditures were fully aligned with the planned initiatives. The resources allocated for curriculum materials, professional development, and data analysis tools were utilized as anticipated, supporting the achievement of the goal.

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

To sustain and build on the gains achieved in Science proficiency, the school will continue to prioritize the implementation of NGSS and professional development focused on these standards. Collaboration through PLCs and data analysis will remain central to instructional planning. Additionally, the school will emphasize adopting and integrating the Twig Science program across all grade levels, ensuring a cohesive and comprehensive science curriculum. These adjustments and continued efforts are documented in the SPSA and aim to enhance science instruction and student outcomes further.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

| **Engagement** |
| By June 2025, chronic absenteeism will decrease by 5% as measured by the California Dashboard. |

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

| 1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning. |

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.

| |

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**
California Dashboard	19.9% Chronic Absenteeism school wide 27.8% Chronic Absenteeism for Students with Disabilities 22.5% Chronic Absenteeism for English Learners 23.2% Chronic Absenteeism for Socioeconomically Disadvantaged Students 22.4% Chronic Absenteeism for Hispanic Students	14.9% Chronic Absenteeism school wide 22.8% Chronic Absenteeism for Students with Disabilities 17.5% Chronic Absenteeism for English Learners 18.3% Chronic Absenteeism for Socioeconomically Disadvantaged Students 17.4% Chronic Absenteeism for Hispanic Students

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
5.1	Positive attendance and parent engagement will be promoted through:	This strategy serves all students with increased awareness to Students	1,504 Title I - Homeless Books and Supplies

	- Parent education of the effects of Chronic Absenteeism. - Student education of the effects of Chronic Absenteeism. - Implementation of a school-wide system for recognition and incentives.	with Disabilities and students currently or having previously shown Chronic Absenteeism.	500 LCFF Attendance (03308) Books and Supplies 500 Title I - Site Allocation Classified Salaries 1,049. Title I - Site Allocation Books and Supplies
5.2	Positive attendance and parent engagement will be supported through: - School-wide and community events. - School-home weekly communication through attendance reports, emails, Parent Square and daily, personal phone calls. - Principal and School Liaison meetings, phone calls and home visits with at-risk families. - Identification of specific school attendance barriers faced by children in poverty, foster youth, homeless youth, and any other significant student populations with high chronic absenteeism rates. - Collaboration with education partners to develop personalized plans. - Saturday school opportunities.	This strategy serves all students with increased awareness to Students with Disabilities and students currently or having previously shown Chronic Absenteeism.	3,000 LCFF S/C Site Innovation (3313) Books and Supplies 1,500 Title I - Site Allocation Books and Supplies
5.3	School-wide implementation of a MTSS for Behavior and Expectations.	This strategy serves all students with increased awareness to Students with Disabilities and students currently or having previously shown Chronic Absenteeism.	2,000 Title I - Site Allocation Books and Supplies 2,000 LCFF S/C Tutoring (2226) Certificated Salaries 1,500 LCFF S/C Site Innovation (3313) Books and Supplies
5.4	Students will receive a comprehensive Social Emotional Learning program using the district-adopted curriculum and components included in the program. Supplemental instructional technology, materials, and supplies will be provided as needed.	All students with increased awareness to Students with Disabilities and students currently or having previously shown Chronic Absenteeism.	2,000 LCFF S/C Site Innovation (3313) Books and Supplies
5.5	Promote college and career readiness through: - Promote college and career readiness through: - Arts Education - Field trips - School-wide assemblies - Career Day		1,200 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures 7,718 Prop 28 (67700)

				Books and Supplies 3,946 LCFF S/C Site Innovation (3313) Services and other operating expenditures
5.6	Transition support will be provided for preschool students entering kindergarten and fifth grade students advancing to middle school. Kindergarten teachers will meet with pre-school teachers and SAI specialists to discuss kindergarten transition, class assignments, curriculum, and essential skills. Kindergarten teachers will conduct a kindergarten round-up to include registration, informal assessment of skills, kindergarten parent and student orientation, and distribution of parental support and readiness materials. Kindergarten teachers will use assessment data to ensure proper assignment of students.	Kindergarten Students		1,000 LCFF S/C Site Innovation (3313) Certificated Salaries

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

Positive Attendance Campaign and Parent Engagement (5.1, 5.2): The school has implemented a comprehensive Positive Attendance Campaign that focuses on educating both students and parents about the negative impacts of chronic absenteeism. This includes regular communication through attendance reports, emails, Parent Square, and direct phone calls. School-wide recognition and incentive systems have been established to promote positive attendance behavior. Additionally, school and community events have been organized to foster a supportive environment. The Principal and School Liaison have actively engaged with at-risk families through meetings, phone calls, and home visits to address specific attendance barriers. This targeted approach has been instrumental in identifying and addressing the challenges faced by students in poverty, foster youth, homeless youth, and other vulnerable populations.

MTSS Attendance Support and Intervention (5.3): The implementation of a Multi-Tiered System of Support (MTSS) for behavior and attendance expectations has been a key component in addressing chronic absenteeism. This system provides a structured framework for monitoring attendance patterns and implementing timely interventions. The use of data to identify students at risk of chronic absenteeism has allowed for personalized intervention plans, including Saturday school opportunities and other supports tailored to the specific needs of the students.

Social Emotional Learning Implementation (5.4): The district-adopted RULER program for Social Emotional Learning (SEL) has been integrated into the school curriculum, providing students with the necessary skills to manage their emotions, set positive goals, and establish healthy relationships. This comprehensive SEL program includes supplemental instructional technology, materials, and supplies to support the holistic development of students. The program has effectively created a supportive school environment, which has positively impacted student attendance.

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 significant differences between the intended implementation and the actual execution of the strategies. All planned activities were carried out as scheduled, and the budgeted expenditures were utilized effectively to support the initiatives.

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 to prioritize the reduction of chronic absenteeism. Key adjustments will include expanding workshops and informational sessions to educate parents on the importance of regular attendance and strategies to support their children. Additionally, efforts will be made to strengthen communication channels and provide more direct support to families facing attendance challenges. The reach and depth of the MTSS framework and SEL programs will be expanded to ensure comprehensive support for all students. The updated SPSA details these changes and their implementation. It continues to focus on leveraging resources to address the specific needs of diverse student groups and effectively reduce chronic absenteeism.

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	$29,657.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$99,721.00
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 - Homeless	$1,504.00
Title I - Site Allocation	$26,649.00
Title I- Parent Involvement	$1,504.00

Subtotal of additional federal funds included for this school: $29,657.00

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 ($)
LCFF Attendance (03308)	$500.00
LCFF S/C College Campus Visit (04423.0)	$1,200.00
LCFF S/C New Teacher (2223)	$1,500.00
LCFF S/C Site Innovation (3313)	$38,646.00
LCFF S/C Tutoring (2226)	$18,000.00
Prop 28 (67700)	$7,718.00
Site Allocation (26000.0)	$2,500.00

Subtotal of state or local funds included for this school: $70,064.00

Total of federal, state, and/or local funds for this school: $99,721.00

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 - Site Allocation	26,649.00	0.00
Title I- Parent Involvement	1,504.00	0.00
Title I - Homeless	1,504.00	0.00
LCFF S/C Site Innovation (3313)	38,646.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,200.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	1,500.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	7,718.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF S/C College Campus Visit (04423.0)	1,200.00
LCFF S/C New Teacher (2223)	1,500.00
LCFF S/C Site Innovation (3313)	38,646.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	7,718.00
Site Allocation (26000.0)	2,500.00
Title I - Homeless	1,504.00
Title I - Site Allocation	26,649.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
Books and Supplies	58,875.00
Certificated Salaries	24,500.00

Classified Salaries	4,000.00
Professional/Consulting Services	4,700.00
Services and other operating expenditures	7,646.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	LCFF Attendance (03308)	500.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	1,200.00
Books and Supplies	LCFF S/C New Teacher (2223)	1,500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	28,500.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	5,000.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	1,200.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	3,946.00
Certificated Salaries	LCFF S/C Tutoring (2226)	16,500.00
Classified Salaries	LCFF S/C Tutoring (2226)	1,500.00
Books and Supplies	Prop 28 (67700)	7,718.00
Services and other operating expenditures	Site Allocation (26000.0)	2,500.00
Books and Supplies	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	17,649.00
Certificated Salaries	Title I - Site Allocation	3,000.00
Classified Salaries	Title I - Site Allocation	2,500.00
Professional/Consulting Services	Title I - Site Allocation	3,500.00
Books and Supplies	Title I- Parent Involvement	1,504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,554.00
Goal 2	17,950.00
Goal 3	15,500.00
Goal 4	8,300.00

Goal 5		29,417.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

Certificated Positions	How Many	Funding Sources	Percentage
Title 1 Intervention Teacher	1	District Funded	100%

Classified Positions	How Many	Funding Sources	Percentage

School Safety Plan SB187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Rowland Avenue Elementary School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Kimberly Braswell

_____   10/9/2024
Signature   Date

School Site Council President: Loni Smith

_____   10/9/2024
Signature   Date

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198: School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:
EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Covina-Valley Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kimberly Braswell	Principal
Christine DeAnda-Brown	Classroom Teacher
Monique Howard	Classroom Teacher
Jannee Hathaway	Classroom Teacher
Natalie Garcia	Other School Staff
Vanessa Delangis	Parent or Community Member
David Dominguez	Parent or Community Member
Ivonne Rebolloso	Parent or Community Member
Juana Rodriguez	Parent or Community Member
Man Ling Wang	Parent or Community Member

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

English Learner Advisory Committee Members

Rowland Avenue Elementary School

The English Learner Advisory Committee is the representative body responsible for advising the principal and staff on the development of the school plan and needs assessment, administration of the language census and importance of school attendance at schools where there are more than 21 students identified as English Language Learners. The current make-up of the council is as follows:

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Kimberly Braswell	X		
Cindy Yaneth-Barrera		X	
Guadalupe Flores		X	
Yan Gao		X	
Feiuan Li		X	
Guanqiang Lin		X	
Ryoko Nakata		X	
Silvia Ortiz		X	
Flor Salinas-Reynoso		X	
Juana Rodriguez		X	X
Evelia Aguilar-Romero		X	
Carla Sanchez		X	
Ting Zang			
Numbers of members of each category	**1**	**11**	**1**

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 12/11/2024.

Attested:

Principal, Kimberly Braswell on 12/11/2024

SSC Chairperson, Loni Smith on 12/11/2024

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.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (S*ections: 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 (S*ections: 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:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*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 B: Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	$2,519,228.00	$370,040.00	$151,220.00	$176,591.00	$107,050.00
Carryover	$177,868.24	$138,215.80	$116,876.54	$36,074.80	
Indirect Costs	$184,429.72	$34,754.96	$18,332.67	$14,542.27	$5,097.62
Admin Costs	$167,365.44	$31,539.27			$8,865.42

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						$184,429.72	$ 184,429.72
Admin Costs	$ 41,732.00	$ 54,918.00	$ 33,607.00		$ 19,225.00		$ 149,482.00
Homeless				$ 1,504.00			$ 1,504.00
Parent and Family Engagement		$ 748.00	$ 256.00	$ 500.00			$ 1,504.00
Other Title I Activities	$ 1,108,852.00		$386,716.00	$206,755.00	$ 94,418.00		$1,796,741.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s	Indirect Costs	Total
Education Services	$ 101,303.00	$ 4,319.00	$ 24,677.00	$ 4,000.00	$ 250,100.00	$ 34,754.96	$ 419,153.96

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services	$ 69,391.00	$ -	$ 25,953.00	$ 10,000.00	$ 35,520.00	$ 18,332.67	$ 159,196.67

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				$ -	$ 197,646.00	$ 14,542.27	$ 212,188.27

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services						$ 5,097.62	$ 5,097.62

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	$5964.77	**This page is provided by the Educational Services Department charging for services.** The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.
Title II	$16433	The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.
Title III	BASED ON NEED	EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.
Title IV	$7491.00	The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.
Perkins V		The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.

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/

Updated by the California Department of Education, October 2023

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rowland Avenue Elementary School	19 64436 6012587	May 20, 2024	August 15, 2024/January 09, 2025

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 Rowland Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement

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

Table of Contents

Plan Description

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

This plan is being used by Rowland Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

› Schoolwide Program
› Additional Targeted Support and Improvement

Purpose:

The School-Wide Plan (SWP) aims to elevate student achievement for all students, with a particular focus on those not meeting academic standards. By fostering innovative, positive environments, the SWP enhances connections between students and their learning experiences.

Components:

1. **Comprehensive Needs Assessment**: Identifying areas requiring urgent attention and resources.
2. **Reform Strategies:** Implementing methods to close achievement gaps and boost proficiency levels.
3. **Highly Qualified Teachers**: Ensuring all instructors meet high professional standards.
4. **Professional Development:** Providing continuous learning opportunities for staff.
5. **Parental Involvement:** Engaging families in educational processes and decision-making.
6. **Transition Plans:** Supporting students during key educational transitions.
7. **Teacher Assessment Involvement:** Engaging educators in developing and reviewing assessments.
8. **Coordination of Programs:** Efficient integration of various educational services and programs.

Governance and Educational Partner Engagement:

The School Site Council (SSC) plays a critical role in developing, reviewing, and annually updating the School Plan for Student Achievement (SPSA), including managing the budget and making necessary plan adjustments. Involvement extends to parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, as mandated by 5 California Code of Regulations (3932).

CSI and ATSI Planning:

- **CSI Planning:** This plan is specifically designed to meet federal CSI planning requirements for a school eligible for CSI. It details targeted strategies and interventions aimed at addressing the needs identified through comprehensive assessments, focusing on substantial improvements in academic outcomes.
- **ATSI Planning**: For a school eligible for ATSI, this plan serves to meet federal ATSI planning requirements, focusing on targeted supports for subgroups of students identified as underperforming to ensure that disparities in achievement are addressed effectively.

Parent and Community Involvement:

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.

- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

Alignment with Federal and State Mandates:
The SPSA aligns with ESSA requirements and integrates elements of Compensatory Education, focusing on maximizing federal investments to support underserved students. It aligns with district priorities outlined in the LCAP, focusing on data-driven professional development and instructional planning to promote equitable outcomes.

Title I Implementation:
All nine elementary schools, three middle schools, and one continuation high school operate school-wide Title I programs. Each school conducts an annual needs assessment, reviewing data to identify strengths and weaknesses and brainstorming improvement strategies. These assessments inform each site's SPSA, which outlines the use of Title I funds for initiatives like reading and math interventions, professional development, and supplemental learning materials.

This comprehensive approach ensures that our school meets state and federal requirements and aligns with our commitment to providing a high-quality, equitable education for all students, with robust involvement from our educational partners and the community.

Educational Partner Involvement

How, when, and with whom did Rowland Avenue 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

Rowland Avenue Elementary employs an inclusive and collaborative process for developing, reviewing, and updating its School Plan for Student Achievement (SPSA). We engage educational partners, including teachers, staff, parents, and community members, through diverse channels such as surveys, meetings, and open forums. This comprehensive approach ensures that our SPSA accurately reflects the varied needs and priorities of our entire school community. Annually, we conduct a thorough review of student performance data and solicit input from all educational partners to evaluate the effectiveness of our current strategies and pinpoint areas requiring improvement. By maintaining this rigorous and inclusive process, we ensure that our SPSA remains aligned with our overarching goal of delivering high-quality education to every student at Rowland Avenue Elementary.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the Single Plan for Student Achievement (SPSA). Our district engages a diverse array of educational partners to ensure the plan is comprehensive and responsive to the needs of all students.

Annual Cycle of Engagement

August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.
- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.
- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.
- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

- The finalized plan, incorporating all stakeholder feedback, is submitted for approval to the SSC. District personnel assist with necessary revisions to ensure compliance and quality before submission to the local governing board in January.

January - April: Implementation and Monitoring

- Following approval, the specified purchases and implementations of the plan are executed. The effectiveness of the SPSA is monitored through the use of observational tools and focused classroom walkthroughs.
- Meetings with the SSC and district liaisons discuss ongoing updates and modifications to the plan to ensure it remains effective and relevant.

May/June: Annual Review and Program Evaluation

- At the end of the academic year, school leaders conduct a thorough review of the plan's effectiveness using evidence from educational partner surveys, classroom walkthroughs, and district formative assessments.
- Feedback from this evaluation is shared with the SSC and ELAC, who provide further recommendations. This crucial step informs the refinement of goals and the adjustment of strategies/activities for the next academic year.

Additional Requirements for CSI and ATSI

For schools undergoing Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), the district ensures that the development and implementation of the SPSA are in close partnership with the school and its educational partners, aligning with specific requirements to support these statuses.

This framework outlines a comprehensive and inclusive approach to involving educational partners in the SPSA process, ensuring that the plan reflects diverse community needs and is a strategic tool for enhancing student achievement.

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.

The ESSA states that resource inequities may include a review of LEA and school-level budgets and that those inequities can be addressed by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Rowland Avenue Elementary qualified for ATSI because the Students with Disabilities student group met the criteria for determining Low Performing student groups on the Chronic Absenteeism indicator on the California School Dashboard. Local, state, and federal resources are allocated to the schools based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a qualifying per-pupil allocation. Sites are allocated General Fund based on a per-pupil allocation as well. As part of the identified Comprehensive Needs Assessment, detailed information was provided to educational partners on local, state, and federal budgets.

As an ATSI school, Rowland Avenue Elementary School monitors site data and budgeting to determine potential inequities at the site level. Rowland Avenue's data analysis identified a need to mitigate Chronic Absenteeism within the Students with Disabilities student group. In collaboration with education partners, Rowland Avenue Elementary identified illness, social and emotional needs, family hardship, inclement weather, and vacations as possible factors contributing to Chronic Absenteeism.

To mitigate Chronic Absenteeism, Rowland Avenue will raise awareness of its effects for all educational partners and identify specific school attendance barriers faced by children in poverty, foster youth, homeless youth, and any other significant student populations with high chronic absenteeism rates. In addition, Rowland Avenue will provide early intervention and support services to families through communication and home visits.

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.

Based on the 2024 California School Dashboard, Suspension for Socioeconomically Disadvantaged students was in the Orange performance category.

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.

According to the 2024 California School Dashboard, there are. no student groups performing two or more performance levels below the "all student" performance level.

Other Needs

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

Beyond the California School Dashboard data, Rowland Avenue Elementary thoroughly reviewed locally collected data to gain a more comprehensive understanding of student performance and well-being. This included analyzing results from local assessments such as iReady, STAR Reading, and District Writing Assessments and examining attendance records and behavioral reports. Additionally, the school gathered and evaluated survey feedback from parents, teachers, and students. This multi-faceted approach provided deeper insights into areas where students might require additional support, including social-emotional learning and specific academic and attendance interventions. By incorporating this diverse range of data sources, Rowland Avenue Elementary ensures that the strategies outlined in this plan are targeted and responsive to the unique needs of our students.

Data Analysis
Please refer to the School and Student Performance Data section, where analysis with conclusions is provided.

In creating this plan, we conducted thorough data analyses using a variety of outcome, process, perceptual, and demographic data. Careful attention is paid to California Dashboard Data and the goals related to data found in our district LCAP. Teachers have been provided collaborative data analysis and planning time utilizing Focused Schools Instructional Leadership Teams, Du Four's Professional Learning Communities model.

Surveys
This section describes the surveys (e.g., Student, Parent, and Teacher) used during the school year and summarizes the survey(s)'s results.

Information collected was shared with educational partners through Superintendent Town Hall meetings, DELAC and LCAP advisory groups, and Parent Square updates. A review of the data provided the district with feedback in preparing multiple plans.

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:
- Student participation in school activities
- Parent participation in school activities
- District and school priorities

- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. A review of all surveys provided the district with areas of strength and need. In the present school year, we plan to focus on the following areas in addition to the goals specified within this plan:
- Writing and Mathematics
- Student academic support
- Social-emotional support

The TK-12 parent survey and WASC parent survey findings are utilized to celebrate successes and to determine parent involvement needs. Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932).

Classroom Observations
Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices.
Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program
In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:
- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on data. Each school plan examines the status of these findings and note the progress made. Special consideration is given to any practices, policies, or procedures found to be non-compliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability
Use of state and local assessments to modify instruction and improve student achievement (ESSA).

At the beginning of the school year, teachers, the School Site Council, ELAC, and the principal review and analyze state-mandated test results from the previous year. Where applicable, multi-year trends are identified. Focus groups are identified. This is a powerful part of the school's Annual Review of the SPSA.

Data is used to monitor student progress on curriculum-embedded assessments and modify instruction.

Teachers meet during collaborative team meetings to do the following:
- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Staffing and Professional Development
Status of meeting requirements for highly qualified staff (ESSA)

Covina-Valley strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all Covina-Valley Unified School District schools. The District's goal is to hire teachers with the appropriate credentials for their given assignment using hiring and recruitment strategies included in the Equitable Access Strategy Development Resource available from the California Department of Education. In addition, new teachers in Covina-Valley participate in additional professional development, are assigned a mentor teacher at the school site to provide support, and are closely monitored by site administrators to ensure effective teaching. If ineffective/mis-assigned or out-of-field teachers become a concern in the future, the Personnel Department would develop a plan with the

site administrator, School Site Council, Site Leadership Team, and Board of Education to assist teachers in completing credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

Covina-Valley's goal is to hire highly qualified staff with full credentials for the subjects they teach, including those for teaching English Learners. (CLAD) Teachers are provided professional development that includes, as appropriate, SBE-adopted instructional materials. Title I Professional Development is provided to teachers and administrators in the following areas: Focused Schools-Instructional Leadership Teams, best teaching practices, goal setting, and goal monitoring (Title II Funded), Steve Ventura- Achievement Team/PLC Training, standards analysis, pre- and post-assessments (Title II /LCAP Funded). LCAP funds are used to expand Professional Development, including UCI Math Project-Standards analysis, pacing, hands-on math instruction (LCAP Funded), Thinking Maps and Write from the Beginning and Beyond- 8 Thinking Maps linked to thought processes, writing instruction based on Thinking Maps (LCAP Funded), Science, Technology, Engineering, and Mathematics (LCAP Funded), ELD Coach- Coach provides training, assistance with planning, and in-class coaching for teachers in the area of English Language Development (LCAP and Title III
Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

Alignment of staff development to content assessed student performance, and professional needs (ESSA).

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Training is differentiated for new and
veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

All staff development is aligned to the Local Control Accountability Plan (LCAP) and Common Core State Standards, assessed student performance and professional needs.

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

High-quality professional development and coaching for site instructional leadership teams, made up of teachers and administrators, is provided by Focused Schools. This professional development involves the strategic implementation of focused, evidence-based strategies. Additional professional development is offered depending on grade level, subject, and related experience. New teachers are linked with a veteran teacher-coach to welcome them to the district and assist with the completion of the teacher's university-based induction program and the navigation of district expectations. New teachers receive training on the curriculum and supplemental programs, including Thinking Maps and Write from the Beginning and Beyond. All teachers and administrators participate in 3 district-wide professional development days and additional training according to their school site, grade level, or subject area. Administrators: All principals receive one-on-one coaching, and new principals receive additional coaching, and a Focused Schools change of principal workshop with site staff. All principals participate in monthly professional development and four district-wide administrator professional development days. In addition, administrators learn alongside teachers by participating in teacher professional development opportunities. Covina-Valley builds leadership capacity by offering teacher leadership opportunities outside the classroom, including PLC leaders, Tech Mentors, ELD Coordinators, etc. All teacher leaders work closely with their site principal to develop leadership skills. We also added entry-level leadership positions, including an elementary assistant principal and a secondary dean. Entry-level administrators are paired with a veteran administrator coach to help guide them through the transition to leadership. All teachers
and administrators participate in 3 district-wide professional development days and additional training for their school site, grade level, or subject area.

Teacher collaboration by grade level (K through grade 8 and department (grades 9-12).

Teachers meet during collaborative team meetings to do the following:
- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples

- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning
Alignment of curriculum, instruction, and materials to content and performance standards (ESSA).

Curriculum, instruction, and materials are aligned to Common Core State Standards for content areas. The curriculum is adapted from the state-approved adoption list and vetted by a committee of teachers and administrators for alignment with standards and academic rigor.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-12).

Instructional minutes for reading/language arts and mathematics adhere to, and many exceed, state recommendations (ESSA, see K-5 SARC).

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

District pacing guides (TK-5) and master schedules (6-12) allow for student intervention and reteaching throughout the school year. Tier I Intervention is provided by classroom teachers. At K-5 schools, a Title I Intervention Teacher provides Tier 2 and 3 Intervention.

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

All instructional materials are standards-based and available to all staff and students. Covina-Valley continues to receive sufficient reports on Williams requirments.

Availability of SBE-adopted and standards-aligned instructional materials, including intervention materials, and high school students, access to standards-aligned core courses.

SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for all subjects and grade levels. (see RTI Pyramids and SARC) Transition plans to Next Generation Science Standards are created and utilized by teams of TK-12 teachers.

Opportunity and Equal Educational Access
Services provided by the regular program that enable underperforming students to meet standards (ESSA).

Services provided to enable underperforming students to meet standards (see Intervention Pyramids)
- Differentiated instruction allows for additional time and support for students who are not meeting standards
- Students benefit from the Response to Intervention (RTI) model, in which student outcomes are routinely reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team
- Student Success Teams ensure that an individual plan is developed so that underperforming students receive the resources and services needed
- TK-5 learning specialists and TK-12 classroom teachers provide strategic interventions to assist students in meeting standards
- Counseling services are provided on campus and through a variety of community resources
- Opportunities for increased learning time (Title I SWP)
- Use of highly qualified instructional aides to support classroom instruction
- Interventions are provided during the school day whenever possible; additional interventions are provided before and after school.

Evidence-based educational practices to raise student achievement.

Effective Research Models are articulated in the Research Foundation Section of the SPSA. The research is rated according to the adopted ESSA ratings. All of our district programs are rated Strong or Moderate by ESSA research agencies. Our RTI Intervention Pyramids for English Language Arts and Math are also crucial for raising our student achievement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rowland Avenue 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%		0	0
African American	2.4%	1.61%	1.36%	11	7	6
Asian	8.6%	8.29%	9.55%	40	36	42
Filipino	1.5%	1.61%	2.5%	7	7	11
Hispanic/Latino	82.1%	81.57%	78.86%	384	354	347
Pacific Islander	0.2%	%	0%	1	0	0
White	3.4%	4.15%	3.18%	16	18	14
Multiple/No Response	1.9%	2.30%	3.64%	9	10	16
			Total Enrollment	468	434	440

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	87	73	66
Grade 1	70	68	68
Grade 2	72	70	76
Grade3	74	70	73
Grade 4	86	71	81
Grade 5	79	82	76
Total Enrollment	468	434	440

Conclusions based on this data:

1. Student enrollment has declined from 468 students in 2020-21 to 440 students in 2022-23. While minor fluctuations are evident across most grade levels, kindergarten has seen enrollment decrease by 19 students.

2. There has been a notable decline in the percentage of Hispanic/Latino students from 82.1% in 2020-21 to 78.86% in 2022-23. Despite this decline, Hispanic/Latino students continue to represent the largest demographic group within the school's population.

3. There has been a decline in the percentage of African American students from 2.4% in 2020-21 to 1.36% in 2022-23. African American students continue to be the smallest demographic group within the school's population.

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)	52	58	67	11.1%	13.4%	15.2%
Fluent English Proficient (FEP)	61	46	48	13.0%	10.6%	10.9%
Reclassified Fluent English Proficient (RFEP)	6			11.5%		

Conclusions based on this data:

1. The percentage of English Learners (EL) in the student population has steadily increased over the past three years, rising from 11.1% in 2020-21 to 15.2% in 2022-23.

2. The proportion of Fluent English Proficient (FEP) students has declined, dropping from 13% in 2020-21 to 10.9% in 2022-23, suggesting fewer students are maintaining proficiency after initial classification.

3. The available data does not include specific numbers for Reclassified Fluent English Proficient (RFEP) students in the latter years, indicating a need for more comprehensive tracking and reporting of this group's progression.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	72	76	72	72	75	72	72	75	98.6	100.0	98.7
Grade 4	72	79	75	71	79	74	71	79	74	98.6	100.0	98.7
Grade 5	82	75	81	81	73	80	81	73	80	98.8	97.3	98.8
All Grades	227	226	232	224	224	229	224	224	229	98.7	99.1	98.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2473.	2456.	2460.	51.39	34.72	40.00	19.44	30.56	21.33	11.11	23.61	21.33	18.06	11.11	17.33
Grade 4	2464.	2485.	2458.	26.76	36.71	22.97	25.35	25.32	29.73	18.31	12.66	16.22	29.58	25.32	31.08
Grade 5	2514.	2510.	2511.	24.69	20.55	30.00	32.10	32.88	32.50	20.99	21.92	13.75	22.22	24.66	23.75
All Grades	N/A	N/A	N/A	33.93	30.80	31.00	25.89	29.46	27.95	16.96	19.20	17.03	23.21	20.54	24.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.11	20.83	20.00	47.22	68.06	58.67	16.67	11.11	21.33
Grade 4	19.72	18.99	12.16	60.56	63.29	68.92	19.72	17.72	18.92
Grade 5	18.52	19.18	20.00	60.49	61.64	60.00	20.99	19.18	20.00
All Grades	24.55	19.64	17.47	56.25	64.29	62.45	19.20	16.07	20.09

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	37.50	25.00	34.67	51.39	66.67	50.67	11.11	8.33	14.67
Grade 4	15.49	17.72	9.46	64.79	62.03	64.86	19.72	20.25	25.68
Grade 5	22.22	19.18	22.50	60.49	64.38	55.00	17.28	16.44	22.50
All Grades	25.00	20.54	22.27	58.93	64.29	56.77	16.07	15.18	20.96

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	23.61	13.89	21.33	63.89	72.22	68.00	12.50	13.89	10.67
Grade 4	8.45	17.72	14.86	71.83	70.89	68.92	19.72	11.39	16.22
Grade 5	13.58	19.18	13.75	76.54	72.60	75.00	9.88	8.22	11.25
All Grades	15.18	16.96	16.59	70.98	71.88	70.74	13.84	11.16	12.66

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	30.56	31.94	29.33	54.17	58.33	60.00	15.28	9.72	10.67
Grade 4	8.45	21.52	14.86	76.06	68.35	62.16	15.49	10.13	22.97
Grade 5	17.28	13.70	20.00	75.31	75.34	61.25	7.41	10.96	18.75
All Grades	18.75	22.32	21.40	68.75	67.41	61.14	12.50	10.27	17.47

Conclusions based on this data:

1. Across all grades tested, there was an increase in students performing below standard in CAASPP English Language Arts/Literacy (ELA). The percentage of students below standard increased from 20.54% in 2022-23 to 24.05% in 2023-24.

2. Across all grades tested, there was an increase in students performing below standard in CAASPP Reading. The percentage of students below standard increased from 16.07% in 2022-23 to 20.09% in 2023-4

3. The participation rates for students taking the CAASPP ELA assessments remained high, with 98.7% of students participating in the assessments across all grades in 2023-24, ensuring comprehensive data representation.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	72	76	73	72	76	73	72	76	100.0	100.0	100
Grade 4	72	79	75	72	79	74	72	79	74	100.0	100.0	98.7
Grade 5	82	75	81	82	75	81	82	75	81	100.0	100.0	100
All Grades	227	226	232	227	226	231	227	226	231	100.0	100.0	99.6

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2480.	2468.	2469.	38.36	34.72	30.26	38.36	33.33	36.84	13.70	20.83	17.11	9.59	11.11	15.79
Grade 4	2470.	2489.	2484.	19.44	25.32	24.32	23.61	26.58	28.38	33.33	30.38	28.38	23.61	17.72	18.92
Grade 5	2485.	2492.	2513.	15.85	16.00	24.69	15.85	17.33	23.46	30.49	37.33	27.16	37.80	29.33	24.69
All Grades	N/A	N/A	N/A	24.23	25.22	26.41	25.55	25.66	29.44	25.99	29.65	24.24	24.23	19.47	19.91

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.73	34.72	28.95	47.95	50.00	52.63	12.33	15.28	18.42
Grade 4	16.67	24.05	20.27	52.78	53.16	56.76	30.56	22.78	22.97
Grade 5	13.41	16.00	18.52	56.10	53.33	58.02	30.49	30.67	23.46
All Grades	22.91	24.78	22.51	52.42	52.21	55.84	24.67	23.01	21.65

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.47	30.56	35.53	49.32	59.72	55.26	8.22	9.72	9.21
Grade 4	22.22	25.32	20.27	52.78	50.63	67.57	25.00	24.05	12.16
Grade 5	18.29	5.33	17.28	60.98	66.67	66.67	20.73	28.00	16.05
All Grades	27.31	20.35	24.24	54.63	58.85	63.20	18.06	20.80	12.55

Conclusions based on this data:

1. Students showed improvement in overall CAASPP Math achievement with the "Standard Met" and "Standard Exceeded" categories increasing from 50.88% in 2022-23 to 55.85% in 2023-24.

2. Students showed significant improvement in Communicating Reasoning with the "Standard Met" and "Standard Exceeded" categories increasing from 79.20% in 2022-23 to 87.44% in 2023-24

3. The participation rate for students taking the CAASPP Math assessments remained high, with 99.6% of students participating in the assessment across all grades in 2023-24, ensuring comprehensive data representation.

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) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1429.6	1424.6	1376.1	1432.0	1431.8	1386.1	1423.6	1407.4	1352.4	17	19	22
1	1477.5	1449.7	1415.5	1462.1	1456.9	1419.6	1492.5	1442.1	1411.1	12	13	11
2	*	1480.9	1458.8	*	1478.5	1450.5	*	1482.9	1466.5	10	11	11
3	*	*	1455.8	*	*	1461.3	*	*	1449.7	7	9	11
4	*	*	*	*	*	*	*	*	*	9	7	8
5	*	1483.6	*	*	1476.1	*	*	1490.8	*	8	11	9
All Grades										63	70	72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.65	15.79	0.00	23.53	15.79	22.73	47.06	57.89	40.91	11.76	10.53	36.36	17	19	22
1	16.67	15.38	0.00	41.67	30.77	27.27	25.00	38.46	36.36	16.67	15.38	36.36	12	13	11
2	*	9.09	9.09	*	54.55	45.45	*	27.27	27.27	*	9.09	18.18	*	11	11
3	*	*	9.09	*	*	54.55	*	*	18.18	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	54.55	*	*	9.09	*	*	36.36	*	*	11	*
All Grades	17.46	10.00	5.56	30.16	35.71	36.11	36.51	37.14	30.56	15.87	17.14	27.78	63	70	72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	10.53	9.09	17.65	36.84	27.27	29.41	42.11	18.18	29.41	10.53	45.45	17	19	22
1	25.00	23.08	0.00	33.33	15.38	36.36	33.33	46.15	36.36	8.33	15.38	27.27	12	13	11
2	*	36.36	18.18	*	36.36	36.36	*	18.18	27.27	*	9.09	18.18	*	11	11
3	*	*	18.18	*	*	63.64	*	*	0.00	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	45.45	*	*	18.18	*	*	0.00	*	*	36.36	*	*	11	*
All Grades	23.81	22.86	22.22	33.33	37.14	34.72	26.98	24.29	16.67	15.87	15.71	26.39	63	70	72

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	10.53	0.00	29.41	15.79	18.18	47.06	47.37	40.91	11.76	26.32	40.91	17	19	22
1	16.67	0.00	0.00	41.67	46.15	18.18	16.67	30.77	36.36	25.00	23.08	45.45	12	13	11
2	*	0.00	9.09	*	63.64	36.36	*	27.27	18.18	*	9.09	36.36	*	11	11
3	*	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
All Grades	12.70	2.86	2.78	33.33	31.43	25.00	30.16	38.57	34.72	23.81	27.14	37.50	63	70	72

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	15.79	9.09	58.82	78.95	54.55	11.76	5.26	36.36	17	19	22
1	33.33	30.77	18.18	58.33	69.23	54.55	8.33	0.00	27.27	12	13	11
2	*	36.36	27.27	*	54.55	63.64	*	9.09	9.09	*	11	11
3	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
All Grades	36.51	21.43	22.22	50.79	68.57	55.56	12.70	10.00	22.22	63	70	72

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	5.26	9.09	41.18	73.68	59.09	35.29	21.05	31.82	17	19	22
1	8.33	15.38	0.00	58.33	61.54	63.64	33.33	23.08	36.36	12	13	11
2	*	27.27	0.00	*	63.64	72.73	*	9.09	27.27	*	11	11
3	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*
All Grades	20.63	21.43	25.00	55.56	60.00	50.00	23.81	18.57	25.00	63	70	72

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	10.53	0.00	76.47	84.21	50.00	11.76	5.26	50.00	17	19	22
1	41.67	15.38	18.18	33.33	61.54	54.55	25.00	23.08	27.27	12	13	11
2	*	18.18	0.00	*	72.73	63.64	*	9.09	36.36	*	11	11
3	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
All Grades	12.70	8.57	4.17	61.90	61.43	52.78	25.40	30.00	43.06	63	70	72

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.41	21.05	27.27	47.06	36.84	36.36	23.53	42.11	36.36	17	19	22
1	25.00	0.00	0.00	66.67	76.92	45.45	8.33	23.08	54.55	12	13	11
2	*	18.18	9.09	*	72.73	63.64	*	9.09	27.27	*	11	11
3	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*
All Grades	25.40	15.71	11.11	55.56	55.71	54.17	19.05	28.57	34.72	63	70	72

Conclusions based on this data:

1. The ELPAC results indicate a negative trend in the Overall Mean Scale score in kindergarten and first grade over 3 years.

2. The ELPAC results indicate an increase in the number of students at Performance Level 1 in Overall Language from 17.74% in 2022-23 to 27.28% in 2023-24

3. ELPAC data indicates an increase in the number of students assessed on the ELPAC over three consecutive years from 55 students assessed in 2020-21 to 72 students assessed in 2023-24.

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.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
440	**69.1**	**15.2**	**0.2**
Total Number of Students enrolled in Rowland Avenue 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	15.2
Foster Youth	1	0.2
Homeless	5	1.1
Socioeconomically Disadvantaged	304	69.1
Students with Disabilities	34	7.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.4
Asian	42	9.5
Filipino	11	2.5
Hispanic	347	78.9
Two or More Races	16	3.6
White	14	3.2

Conclusions based on this data:

1. The student population at Rowland Avenue Elementary School is predominantly socioeconomically disadvantaged, with 69.1% of students eligible for free or reduced-price meals. This highlights a significant need for targeted support and resources to address the unique challenges faced by these students.

2.	Rowland Avenue Elementary School's student body is diverse, with Hispanic students making up the largest demographic group at 78.9%. Other racial and ethnic groups, including African American, Asian, Filipino, White students and students with two or more races, are also represented but in much smaller numbers.

3.	Rowland Avenue Elementary School has a notable proportion of students with additional needs, including 15.% English Learners and 7.7% students with disabilities. This underscores the importance of providing specialized support and resources to meet these students' diverse educational and developmental needs.

School and Student Performance Data
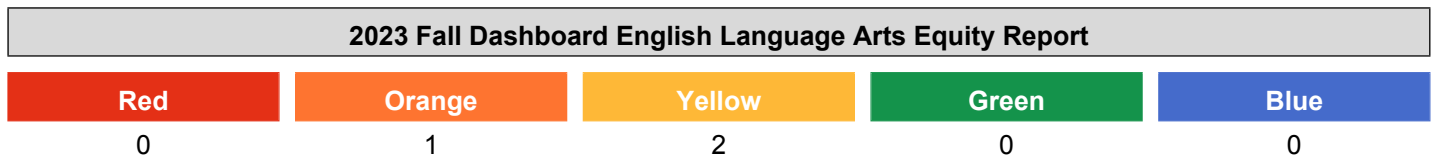
Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Rowland Avenue Elementary School students' overall performance in English Language Arts and Mathematics is at the Green performance level, indicating above-average achievement. This suggests effective teaching strategies and student understanding in this subject area.

2. Rowland Avenue Elementary School's overall English Learner Progress is at the Orange performance level. This is due to a decrease in the percentage of students making progress toward English Language proficiency from 41.5%

in 2021-22 to 36.2% in 2022-23. This indicates a need for additional targeted English Language Development instruction.

3. Rowland Avenue Elementary School's Chronic Absenteeism measure is Red, the lowest performance level, highlighting a significant need to improve student attendance. Addressing this issue is critical, as consistent attendance is vital for academic success and overall student engagement.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
16.4 points above standard	12.1 points below standard	0 Students
Maintained -0.8 points	Decreased -14.5 points	
220 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	47.7 points below standard
	6.7 points above standard	Increased Significantly +51.5 points
1 Student	Maintained +2.8 points	28 Students
	161 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	No Performance Color 0 Students	83.8 points above standard Increased Significantly +18.9 points 17 Students	Less than 11 Students 3 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow 6.7 points above standard Maintained -0.2 points 180 Students	Less than 11 Students 9 Students	No Performance Color 0 Students	Less than 11 Students 6 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.9 points below standard Increased +12.4 points 22 Students	55.7 points above standard Increased +14.8 points 21 Students	20.2 points above standard Maintained +1 points 159 Students

Conclusions based on this data:

1. Rowland Avenue Elementary School's performance in English Language Arts is at the Green level, indicating maintained performance overall, with students 17.2 points above standard in 2021-22 and 16.4 points above standard in 2022-23. However, the gap between overall student achievement and student achievement in the English Learner and Socioeconomically Disadvantaged groups has increased, necessitating increased efforts to address these disparities.

2. Rowland Avenue Elementary School's Socioeconomically Disadvantaged student group, representing the largest demographic, performed 6.7 points above standard in 2022-23. This represents an increase from 3.9 points above standard in 2021-22, suggesting a need for increased efforts to accelerate progress.

3. Rowland Avenue Elementary School's English Learner student group is at the Orange performance level in English Language Arts at 12.1 points below the standard in 2022-23. This indicates a significant gap in ELA achievement for this group, necessitating focused efforts to address these disparities.

School and Student Performance Data
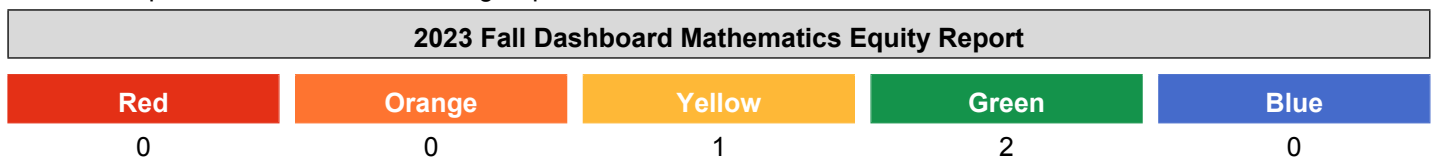
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
2.2 points above standard	22.9 points below standard	0 Students
Increased +3.9 points	Decreased Significantly -16.3 points	
220 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	66.5 points below standard
1 Student	5.8 points below standard	Increased Significantly +19.6 points
	Increased +9.7 points	28 Students
	161 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students

4 Students | No Performance Color

0 Students | 69.4 points above standard

Increased +4.8 points

17 Students | Less than 11 Students

3 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green

7.3 points below standard

Increased +6.8 points

180 Students | Less than 11 Students

9 Students | No Performance Color

0 Students | Less than 11 Students

6 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.8 points below standard

Increased +6 points

22 Students | 38.8 points above standard

Increased +11.2 points

21 Students | 4.9 points above standard

Increased +8.1 points

159 Students |

Conclusions based on this data:

1. Rowland Avenue Elementary School's performance in Math is at the Green level, indicating maintained performance overall, with students 2.2 points above standard in 2022-23. However, the gap between overall student achievement and student achievement in the English Learner group increased in 2022-23, necessitating increased efforts to address these disparities.

2. Rowland Avenue Elementary School's English Learner performance in Math is at the Yellow level, indicating a decline in performance from 6.6 points below standard in 2021-22 to 22.9 points below standard in 2022-23. This notable decline indicates a need increased efforts to accelerate progress.

3. Rowland Avenue Elementary School's Socioeconomically Disadvantaged student group performed 5.8 points below standard in 2022-23. This represents an improvement from 15.5 points below standard in 2021-22. In addition to improvement, the gap between overall student achievement and student achievement in the Rowland Avenue Elementary School's Socioeconomically Disadvantaged student group decreased in 2022-23,

School and Student Performance Data

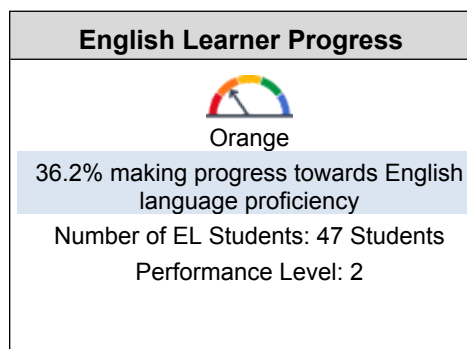## Academic Performance
English Learner Progress

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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

English Learner Progress
Orange
36.2% making progress towards English language proficiency
Number of EL Students: 47 Students
Performance Level: 2

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

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**
11	19	0	17

Conclusions based on this data:

1. Rowland Avenue Elementary School's English Progress Indicator is at the Orange performance level with 36.2% making progress toward English language proficiency in 2022-23. The Orange performance level reflects low English Learner Progress and a decline in English learner progress.This suggests a need for more effective language acquisition support and targeted interventions to reverse this trend.

2. A significant number of EL students, 40%, maintained their levels at the lower end of the English Language Proficiency Indicator (ELPI), such as levels 1, 2L, 2H, 3L, or 3H. This indicates that many students are struggling to progress beyond these foundational levels, necessitating enhanced instructional strategies.

3. No students maintained an ELPI Level 4, the highest English language proficiency level, highlighting a gap in achieving advanced proficiency among EL students. This underscores the need for targeted programs to help students reach and maintain higher proficiency levels.

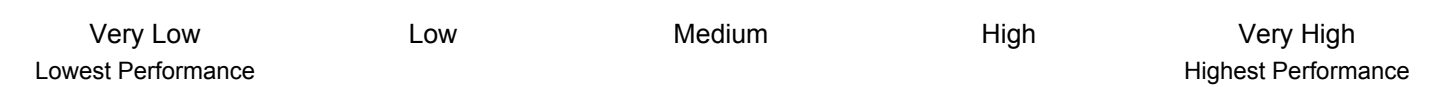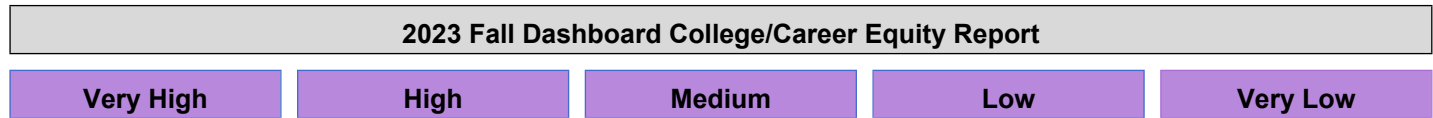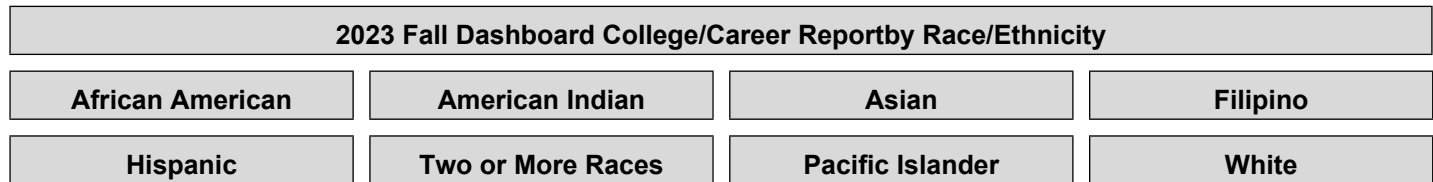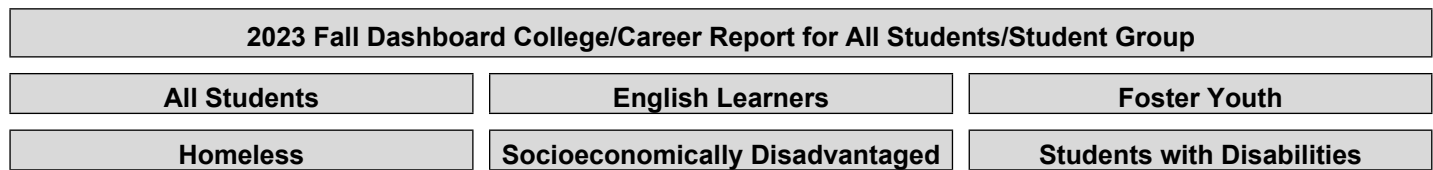# School and Student Performance Data

Academic Performance
College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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	English Learners	Foster Youth
Red	Yellow	Less than 11 Students
27.9% Chronically Absent	19.5% Chronically Absent	
Increased Significantly 8	Declined -3.1	2 Students
451 Students	77 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
	30.1% Chronically Absent	36.5% Chronically Absent
5 Students	Increased Significantly 6.8	Increased 8.8
	326 Students	52 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American Less than 11 Students 6 Students	**American Indian** No Performance Color 0 Students	**Asian** Blue 0% Chronically Absent Declined -2.5 47 Students	**Filipino** Less than 11 Students 10 Students
Hispanic Red 31.1% Chronically Absent Increased Significantly 8.7 354 Students	**Two or More Races** 45% Chronically Absent Increased 29.6 20 Students	**Pacific Islander** No Performance Color 0 Students	**White** 28.6% Chronically Absent Increased 22.7 14 Students

Conclusions based on this data:

1. Rowland Avenue Elementary School's Chronic Absenteeism Indicator is at the Red performance level with 27.9% chronically absent in 2022-23. The Red performance level reflects very low performance and a significant increase in chronically absent students. This widespread issue indicates a need for targeted interventions to improve attendance.

2. Rowland Avenue Elementary School's Students With Disabilities group has the highest rate of Chronic Absenteeism, 36.5%, in 2022-23. This suggests the necessity for targeted support programs to address the underlying issues contributing to these high absenteeism rates.

3. Rowland Avenue Elementary School's English Learner student group improved attendance and has the lowest rate of Chronic Absenteeism, 19.5%, in 2022-23. This data may reflect increased engagement and supports for English Learners and their families.

School and Student Performance Data

Academic Engagement
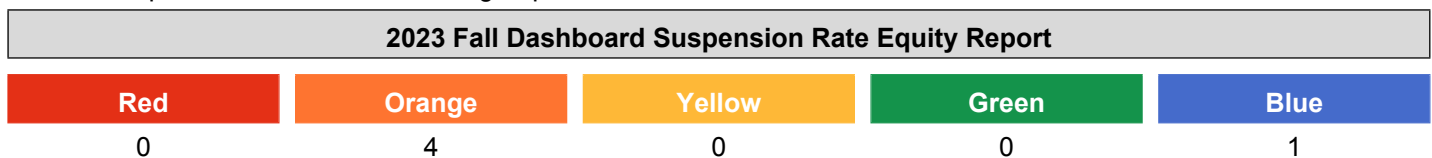### Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	1

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

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
1.5% suspended at least one day	2.6% suspended at least one day	3 Students
Increased 1.3	Increased 2.6	
461 Students	78 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
5 Students	1.2% suspended at least one day	3.8% suspended at least one day
	Increased 0.9	Increased 3.8
	329 Students	53 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students	0 Students	0% suspended at least one day	0% suspended at least one day
6 Students		Maintained 0	11 Students
		48 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
1.4% suspended at least one day	20 Students	0 Students	0% suspended at least one day
Increased 1.1			Maintained 0
361 Students			15 Students

Conclusions based on this data:

1. Rowland Avenue Elementary School's overall suspension rate for in 2022-23 is low at 1.3%. This indicates a generally positive school climate with minimal need for suspensions.

2. Rowland Avenue Elementary School's suspension rate for English Learners increased by 2.6% in 2022-23. This increase suggests a need to maintain a supportive and equitable school environment for all students.

3. Rowland Avenue Elementary School's suspension rate for Students With Disabilities increased by 3.8% in 2022-23. This increase suggests a need to provided target support to address the unique needs of Students With Disabilities.

District/School Goals Alignment

LCAP Goals:
1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.

2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-4	**English Language Arts:** Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP. **Mathematics:** Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP. **Science:** Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST. **English Learner Progress:** Increase by 5% the number of students that that are making progress towards English language proficiency, as measured by English Learner Progress Indicator on the CA Dashboard. **Graduation Rate:** Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma. **A-G Rate:** Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements. **Attendance:** Increase Districtwide Attendance Rate to at least 95% or higher.	Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement

Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	• Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) • Coaching for Central Office personnel and site leadership • Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement.	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	• Ensuring that All Students Learn (Big Idea #1) • Building a Culture of Collaboration for School Improvement (Big Idea #2) • A Focus on Results (Big Idea #3) • Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano)	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	• Tiers I, II and III Intervention structure planned and utilized • All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs • Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004)	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	• Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning • Powerful adaptive diagnostic and growth measure • Core standards-based instruction, practice, and assessment • Adaptive learning • Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.)	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	• Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. • Excellent for English Learners and others to understand and access core curriculum • Thinking maps are a "common visual language" for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.)	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	• Grade level appropriate expectations for effective student writing • Teachers receive instruction for writing at their grade level • Students self-evaluate their writing performance and identify strategies for improvement • Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner)	Goals, Strategies, & Proposed Expenditures

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Expository Reading and Writing Course (ERWC) 6-12 ESSA: Moderate	• Professional Development for teachers • Aligned to California's ELA Common Core Standards • Text-Based Grammar for Expository Reading and Writing • New relevant student topics for enhanced motivation • Reading and writing in both literary and informational texts (California Department of Education (CCSS), California State University course syllabus)	Goals, Strategies, & Proposed Expenditures
UCI Math Project ESSA: Moderate	• Research -based hands-on professional development. • Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. • Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. • Intervention curriculum to fill in the gaps for students below grade level. • Scaffolded English Language Learners supports. (Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)	Goals, Strategies, & Proposed Expenditures
Lindamood-Bell ESSA: Strong	• Tiers I, II, III intervention • Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. • Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. • Professional development to develop the underlying process necessary for a student to learn to read and comprehend. (Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)	Goals, Strategies, & Proposed Expenditures
Ruler ESSA: Moderate	• A system approach to Social-Emotional Learning. • RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. • RULER supports the entire school community in: Understanding the value of emotions; Buildings the skills of emotional intelligence; and Creating and maintaining a positive school climate. (Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)	Goals, Strategies, & Proposed Expenditures
Character Strong/Purposeful People ESSA: Moderate	• Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. • SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making • Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility (Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).	Goals, Strategies, & Proposed Expenditures

In addition, the school has identified the following educational research to serve as the foundation for schoolwide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Achievement Teams ESSA: Strong	Utilizing 5-step protocol to guide the work of PLCs and targeted short-term Common Formative Assessments Research-based framework or approach that focuses on outcomes, data, practices and systems Maximizes academic outcomes for all students by using data to drive instruction, focusing on results of learning, and identifying best instructional practices	Goals, Strategies, & Proposed Expenditures
Positive Behavioral Interventions and Supports (PBIS) ESSA: Strong	Implement a PBIS framework to identify, teach, and reinforce positive behaviors in students. Improve social, emotional, and academic outcome for every student.	Goals, Strategies, & Proposed Expenditures
Close Reading ESSA: Strong	Read closely, grade level text, to determine literal and inferential meaning.Re-read for textual evidence and to support conclusions	Goals, Strategies, & Proposed Expenditures
Parent Engagement and Education ESSA: Strong	Provide opportunities for families to participate in school events, activities, monitoring students' progress, and family information and learning nights.	Goals, Strategies, & Proposed Expenditures

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

- By June 2025, 80% of K-5th grade students will meet or exceed standard in English Language Arts, as measured by i-Ready assessments.
- By June 2025, there will be a 5% increase in 3rd-5th grade students who meet or exceed standards in ELA as measured by CAASPP data.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

Based on CAASPP data for 3rd-5th graders, the area of greatest need was identified as written communication. Based on the i-Ready diagnostic data, the areas of greatest need were vocabulary, comprehension, and written communication.

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
CAASPP ELA 24-25	Overall 62% Grade 3 - 65% Grade 4 - 62% Grade 5 - 60%	Overall 67% Grade 3 - 70% Grade 4 - 67% Grade 5 - 65%
i-Ready Diagnostic 24-25	Final Diagnostic i-ready Reading - Spring 2025 Grade K - 72% at or above grade level Grade 1 - 69% at or above grade level Grade 2 - 72% at or above grade level Grade 3 - 76% at or above grade level Grade 4 - 63% at or above grade level Grade 5 - 53% at or above grade level	Final Diagnostic i-ready Reading - Spring 2025 Grade K - 80% at or above grade level Grade 1 - 80% at or above grade level Grade 2 - 80% at or above grade level Grade 3 - 81% at or above grade level Grade 4 - 80% at or above grade level Grade 5 - 80% at or above grade level

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	Students will receive a comprehensive and standards-based English Language Arts program using the district-adopted curriculum and components included in the program. Supplemental instructional technology, materials, and supplies will be provided to support differentiated, Common Core standards-based instruction.	All Students	1,000 LCFF S/C Site Innovation (3313) Books and Supplies 750 LCFF S/C New Teacher (2223) Books and Supplies
1.2	Staff will collaborate in Professional Learning Communities to: • Design and implement Common Core aligned instruction. • Design and implement Rowland Avenue's Multi-Tiered System of Support. • Monitor student learning with common, formative assessments. • Analyze data from to inform instruction and pacing. • Design and implement appropriate differentiation and intervention. • Implement Thinking Maps across all grade levels. • Implement Write from the Beginning and Beyond with rubrics.	All Students	2,000 LCFF S/C Site Innovation (3313) Certificated Salaries 1,000 LCFF S/C Site Innovation (3313) Books and Supplies
1.3	The Title 1 teacher will: • Provide targeted intervention for students performing below standard on CAASPP ELA and/or i-Ready ELA Diagnostic. • Collaborate with teachers and staff to implement and monitor Rowland Avenue's Multi-Tiered System of Support. • Provide and support parent education and family nights.	All Students	District funded 1,000 LCFF S/C Tutoring (2226) Classified Salaries
1.4	Rowland Avenue's team of Academic Leaders and the staff will analyze the school-wide data for the purpose of creating and/or reaffirming the school-wide focus, SMARTe goals, and action plans. Professional learning and release time will be provided for the Academic Leadership team to further develop their skills as teacher leaders. The professional learning may include work with instructional coaches and consultants.	All Students	1,500 Title I - Site Allocation Professional/Consulting Services 1,000 Title I - Site Allocation Books and Supplies
1.5	Teachers and support staff will participate in professional learning in the areas of Social and Emotional Learning, Multi-tiered Systems of	All Students	1,000 LCFF S/C Site Innovation (3313)

				Books and Supplies
1.6	Extended library time and tutoring to support ELA achievement.		All Students	5,500 LCFF S/C Tutoring (2226) Certificated Salaries 1,300 Site Allocation (26000.0) Services and other operating expenditures
1.7	Student learning in ELA and other curricular areas will be supported through software licenses, computer programs, and technology integration. Technology equipment and peripheral devices will be purchased, replaced, and updated as needed.		All Students	2,000 Title I - Site Allocation Books and Supplies 2,000 LCFF S/C Site Innovation (3313) Books and Supplies
1.8	Reading incentive program to support ELA achievement.		All Students	5,000 LCFF S/C Site Innovation (3313) Books and Supplies
1.9	Parent engagement to support student achievement will include education and information sessions, family events, and Parent-Principal events.		All Students	1,000 Title I - Site Allocation Classified Salaries 2,000 Title I - Site Allocation Books and Supplies 504 Title I- Parent Involvement Books and Supplies

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

ELA Common Core (1.1): Implementation of Common Core Standards across grades TK-5 included professional development, district-adopted curriculum, and supplemental materials.

Professional Learning Communities (1.2): PLCs focused on using data to plan instruction and interventions. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Title 1 Teacher (1.3): The Title 1 Teacher provided targeted intervention for students performing below standard on CAASPP ELA and/or i-Ready ELA Diagnostic. While students progressed within the intervention program, these gains did not translate to improved performance on CAASPP ELA or i-Ready ELA Diagnostic.

Professional Development and Collaboration (1.4): Ongoing professional development and collaboration facilitated the development of professional relationships. This supported some improvement in student outcomes, though not to the extent needed to achieve the targeted 5% proficiency increase.

Leadership Team and Data Analysis (1.5): Achievement/Leadership Teams focused on using data to plan instruction and interventions. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Extended Library Hours (1.6): The school library was open during extended hours before and after school. However, the participation rate was low throughout the year and the impact on student proficiency was not significantly measurable.

Technology Integration (1.7): Incorporating technology and programs to engage students and enhance learning. Although this strategy contributed to classroom engagement, the impact on ELA proficiency was not significantly measurable.

Reading Incentive Program (1.8): Student participation and achievement in the Accelerated Reader program was at an all-time high in 2023-24. However, the impact on student proficiency was not significantly measurable.

Parent Engagement (1.9): The school offered various parent involvement opportunities, including workshops and literacy nights. While these activities aimed to support students' learning at home, their direct impact on student proficiency was not significantly measurable.

Transition Programs (1.10): Transition programs for preschool to kindergarten and fifth to middle school students were implemented. These programs focused on readiness and easing transitions.

Library Books (1.11): Books were added to all classrooms libraries. These additions increased student access to texts at their specific reading level. However, the impact on student proficiency was not significantly measurable.
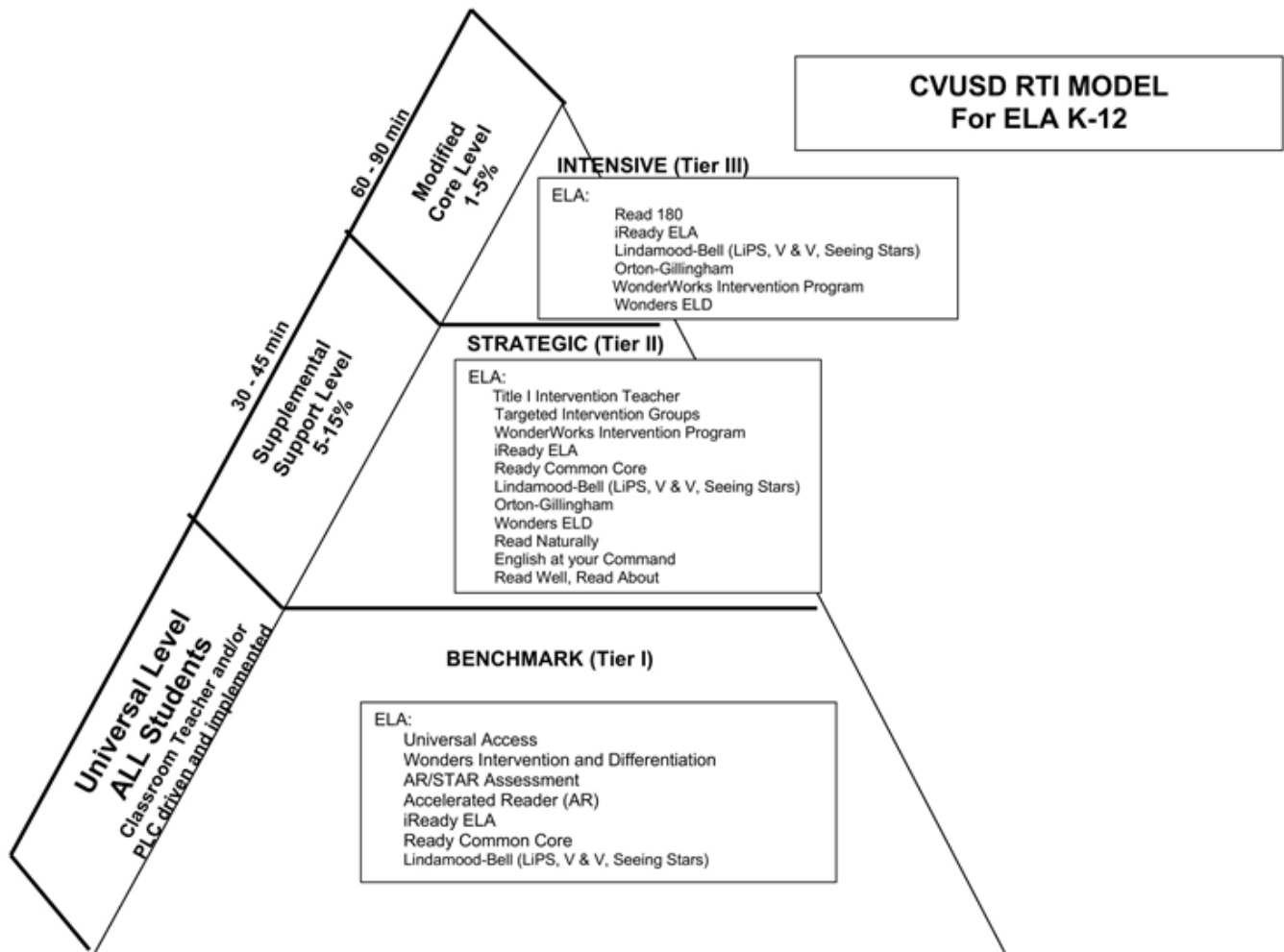
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were aligned with the planned activities, including professional development, technology integration, parent engagement, and interventions. However, achievement targets were not met and the allocation of resources may need to be reconsidered.

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.

Rowland Avenue Elementary School's goal is to increase student achievement in ELA through continued implementation of best practices, professional development, and parent engagement. The Rowland Staff will continue to use PLCs, Achievement Teams, and professional development to develop and monitor English Language Arts SMART Goals. Technology integration will be promoted through a teacher stipend allocated by the District. Site-based technology allocation will be reduced and used exclusively to replace and update technology as needed. The school library received significant District funding in 2023-24; therefore, the site-based library allocation will be reduced.

RTI Pyramid: District ELA

CVUSD RTI MODEL
For ELA K-12

Modified Core Level 1-5% (60 - 90 min)

INTENSIVE (Tier III)

ELA:
Read 180
iReady ELA
Lindamood-Bell (LiPS, V & V, Seeing Stars)
Orton-Gillingham
WonderWorks Intervention Program
Wonders ELD

Supplemental Support Level 5-15% (30 - 45 min)

STRATEGIC (Tier II)

ELA:
Title I Intervention Teacher
Targeted Intervention Groups
WonderWorks Intervention Program
iReady ELA
Ready Common Core
Lindamood-Bell (LiPS, V & V, Seeing Stars)
Orton-Gillingham
Wonders ELD
Read Naturally
English at your Command
Read Well, Read About

Universal Level ALL Students Classroom Teacher and/or PLC driven and implemented

BENCHMARK (Tier I)

ELA:
Universal Access
Wonders Intervention and Differentiation
AR/STAR Assessment
Accelerated Reader (AR)
iReady ELA
Ready Common Core
Lindamood-Bell (LiPS, V & V, Seeing Stars)

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.

> **Mathematics**
>
> - By June 2025, 80% of K-5th grade students will meet or exceed standard in Mathematics, as measured by i-Ready Math assessments.
> - By June 2025, there will be a 5% increase in 3rd-5th grade students who meet or exceed standards in Mathematics as measured by CAASPP assessments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> 1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
> 2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
> 3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

> Based on CAASPP data for 3rd-5th graders, the area of greatest need was identified as Problem Solving and Modeling/Data Analysis.

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
CAASPP Math 24-25	CAASPP Math Overall - 50% Grade 3 - 68% Grade 4 - 51% Grade 5 - 33%	CAASPP Math Overall - 55% Grade 3 - 73% Grade 4 - 56% Grade 5 - 38%
i-Ready Math Diagnostic 24-25	Final Diagnostic i-ready Math - Spring 2025 Grade K - 65% at or above grade level Grade 1 - 55% at or above grade level Grade 2 - 56% at or above grade level Grade 3 - 61% at or above grade level Grade 4 - 66% at or above grade level Grade 5 - 48% at or above grade level	Final Diagnostic i-ready Math - Spring 2025 Grade K - 80% at or above grade level Grade 1 - 80% at or above grade level Grade 2 - 80% at or above grade level Grade 3 - 80% at or above grade level Grade 4 - 80% at or above grade level Grade 5 - 80% at or above grade level

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	Students will receive comprehensive Mathematics instruction using UCI Math, district-adopted curriculum, and components included in the programs. Supplemental instructional technology, materials, and supplies will be provided to support differentiated instruction and fully implement Standards of Mathematical Practice (SMP) and Common Core Math standards.	All Students	1,000 Title I - Site Allocation Books and Supplies 2,000 LCFF S/C Site Innovation (3313) Books and Supplies 750 LCFF S/C New Teacher (2223) Books and Supplies
2.2	Staff will collaborate in Professional Learning Communities to: • Design and implement Common Core Math and SMP aligned instruction. • Design and implement Rowland Avenue's Multi-Tiered System of Support. • Monitor student learning with common, formative assessments. • Analyze data from to inform instruction and pacing. • Design and implement appropriate differentiation and intervention. • Implement Thinking Maps across all grade levels.	All Students	2,000 Title I - Site Allocation Certificated Salaries 2,000 LCFF S/C Site Innovation (3313) Books and Supplies 1,000 Title I - Site Allocation Books and Supplies
2.3	The Math Intervention teacher will: • Provide targeted intervention support for students performing below standard on CAASPP Math and/or i-Ready Math Diagnostic. • Collaborate with teachers and staff to implement and monitor Rowland Avenue's Multi-Tiered System of Support. • Provide and support parent education and family nights.	All Students	District funded 1,000 LCFF S/C Site Innovation (3313) Books and Supplies 500 Title I- Parent Involvement Books and Supplies
2.5	Rowland Avenue's team of Academic Leaders and the staff as a whole will analyze school-wide data for the purpose of creating and/or reaffirming the Mathematics school-wide focus, SMARTe goals, and action plans. Professional learning and release time will be provided for the Academic Leadership team to further develop their skills as teacher leaders. The professional learning may include work with instructional coaches and consultants.	All Students	2,000 Title I - Site Allocation Professional/Consulting Services

2.6	Teachers and support staff will participate in professional learning in the areas of UCI Math, Common Core Math standards, SMPs, Multi-tiered Systems of Support, and Thinking Maps. The professional learning may include work with instructional coaches and consultants.	All Students	District funded
2.7	Extended library time and tutoring to support Mathematics achievement.	All Students	4,000 LCFF S/C Tutoring (2226) Certificated Salaries 500 LCFF S/C Tutoring (2226) Classified Salaries 1,200. Site Allocation (26000.0) Services and other operating expenditures

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

Math Common Core (2.1): Implementation of the Common Core Standards Math across grades TK-5 included professional development, district-adopted curriculum, and supplemental materials.

Professional Learning Communities (2.2): PLCs focused on using data to plan instruction and interventions. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Math Intervention Teacher (2.3): The Math Intervention teacher provided targeted intervention for students performing below standard on CAASPP Math and/or i-Ready Math Diagnostic. While students progressed within the intervention program, these gains did not translate to improved performance on the CAASPP Math or i-Ready Math Diagnostic.

Leadership Team and Data Analysis (2.5): Achievement/Leadership Teams focused on using data to plan instruction and interventions. This collaborative approach supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Professional Development and Collaboration (2.6): Ongoing professional development and collaboration facilitated the development of professional relationships. This supported some improvement in student outcomes, though not to the extent needed to achieve the school-wide target of a 5% proficiency increase.

Extended Library Hours Math Support (2.7): The school library was open during extended hours before and after school. However, the participation rate was low throughout the year and the impact on student proficiency was not significantly measurable.
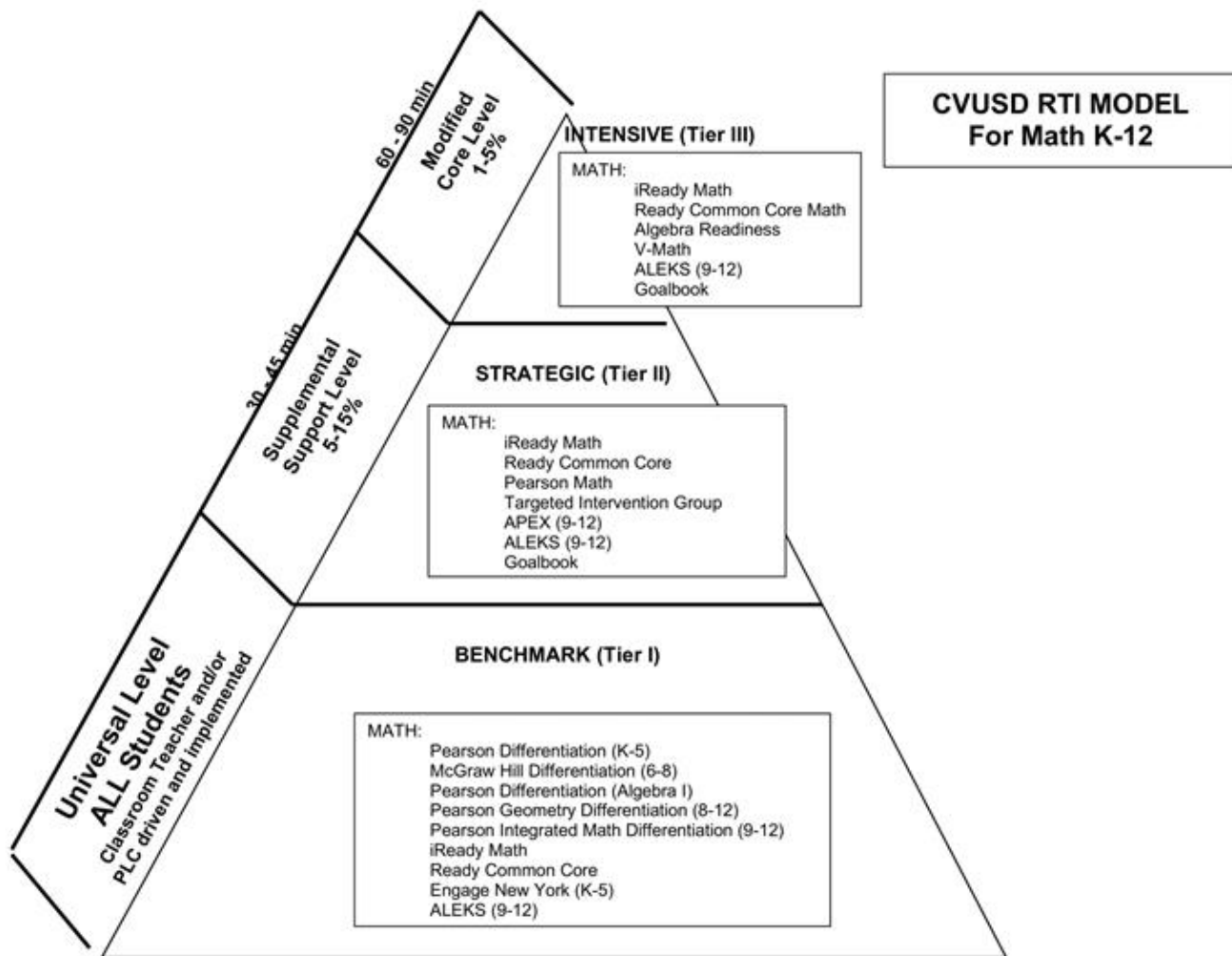
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were aligned with the planned activities, including professional development, parent engagement, and interventions. However, achievement targets were not met and the allocation of resources may need to be reconsidered.

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.

Rowland Avenue Elementary School's goal is to increase student achievement in Math through continued implementation of best practices, professional development, and parent engagement. The Rowland Staff will continue to use PLCs, Achievement Teams, and professional development to develop and monitor Math SMART Goals. At this time, changes will not be made to this goal.

RTI Pyramid: District Math

CVUSD RTI MODEL For Math K-12

Modified Core Level 1-5% — 60 - 90 min

Supplemental Support Level 5-15% — 30 - 45 min

Universal Level ALL Students — Classroom Teacher and/or PLC driven and implemented

INTENSIVE (Tier III)

MATH:
- iReady Math
- Ready Common Core Math
- Algebra Readiness
- V-Math
- ALEKS (9-12)
- Goalbook

STRATEGIC (Tier II)

MATH:
- iReady Math
- Ready Common Core
- Pearson Math
- Targeted Intervention Group
- APEX (9-12)
- ALEKS (9-12)
- Goalbook

BENCHMARK (Tier I)

MATH:
- Pearson Differentiation (K-5)
- McGraw Hill Differentiation (6-8)
- Pearson Differentiation (Algebra I)
- Pearson Geometry Differentiation (8-12)
- Pearson Integrated Math Differentiation (9-12)
- iReady Math
- Ready Common Core
- Engage New York (K-5)
- ALEKS (9-12)

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.

English Language Development

- By June 2025, there will be a 5% increase in 1st-5th grade EL students that meet or exceed standard in English Language Arts and Mathematics, as measured by i-Ready assessments.
- By June 2025, there will be a 5% increase in 3rd-5th grade EL students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP.
- By June 2025, there will be a 5% increase in 5th grade EL students that meet or exceed standards in SCIENCE as measured by the CAST assessment.
- By June 2025, there will be a 5% increase in 3rd-5th grade Long Term English Language Learner (LTEL) students that meet or exceed standard in English Language Arts and Mathematics, as measured by CAASPP and i- Ready assessments.
- By June, 2025, there will be a 5% increase in 1st-5th grade students redesignated as fluent English proficient (RFEP), as measured by LEA reclassification criteria and the ELPAC.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

EL learner redesignation as fluent English proficient (RFEP) within 3 years of being identified as an EL learner.

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
ELPAC Results	On the 2023-2024 ELPAC Summative Assessment, 50.8% of Rowland Avenue Students scored "Well Developed" or "Moderately Developed"	On the 2024-2025 ELPAC Summative Assessment, there will be a 5% increase in K-5th grade students who score "Well Developed" or "Moderately Developed".

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
3.1	All EL students will receive instruction by CLAD/LDS (or equivalent) certificated teachers. Teachers will utilize ELD and SDAIE strategies to provide differentiated language instruction and support.	English Language Learners	District funded
3.2	All EL students will receive a minimum of 30 minutes daily Designated ELD Language support in addition to the English Language Arts period. ELD Language support will align with the CA ELD standards and the ELA/ELD Framework. Teachers will use the district-adopted curriculum, Moving Into English, and components included in the program. Supplemental instructional technology, material, and supplies will be provided to support differentiated ELD instruction.	English Language Learners	District funded 1,000 Title I - Site Allocation Books and Supplies
3.3	Staff will collaborate in Professional Learning Communities to: • Design and implement CA ELD standards aligned instruction. • Design and implement Rowland Avenue's Multi-Tiered System of Support. • Monitor EL proficiency with common, formative assessments. • Analyze data to target ELD instruction. • Design and implement appropriate differentiation and intervention. • Implement Thinking Maps across all grade levels. • Implement Write from the Beginning and Beyond with rubrics.	English Language Learners	1,000 Title I - Site Allocation Certificated Salaries 2,000 LCFF S/C Site Innovation (3313) Books and Supplies
3.4	EL students performing below standard on CAASPP and/or i-Ready Diagnostics will receive targeted support through MTSS.	English Language Learners	2,000 LCFF S/C Tutoring (2226) Certificated Salaries 1,000 Title I - Site Allocation Books and Supplies
3.5	EL instruction will be supported through software licenses, computer programs and technology integration. Technology equipment and peripheral devices will be purchased, replaced, and updated as needed.	English Language Learners	2,000 Title I - Site Allocation Books and Supplies
3.6	Parent engagement to support student achievement will include ELAC meetings, parent education and information sessions, family events, and Parent-Principal events. Written and audio translations will be available for parent engagement events, home-school communication, and conferences.	English Language Learners	1,000 Title I - Site Allocation Classified Salaries 500 Title I- Parent Involvement Books and Supplies

					2,000 LCFF S/C Site Innovation (3313) Books and Supplies
3.7	Extended library time and tutoring to support ELD achievement.				3,000 LCFF S/C Tutoring (2226) Certificated Salaries

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

ELD Integration in Core Content (3.1) and Designated ELD Instruction (3.2): Teachers provided daily designated ELD instruction for at least 30 minutes and utilized ELD and SDAIE strategies to provide differentiated language instruction and support. Despite these efforts, the data shows a decrease in the percentage of students making progress toward English Language proficiency from 41.5% in 2021-22 to 36.2% in 2022-23. This indicates a need for additional targeted English Language Development instruction.

Professional Learning Communities (3.3): PLCs monitored English Learner progress through iReady. However, monitoring did not positively impact English Learner achievement in CAASPP ELA or CAASPP Math.

ELD Intervention (3.4) and Technology Integration (3.5): Teachers provided ELD intervention through Lexia Language lessons. Despite these efforts, Rowland Avenue English Learners, CAASPP ELA scores decreased by 14.5 points in 2022-23. Additionally, the gap between overall student achievement and student achievement in the English Learner group increased, necessitating focused efforts to address these disparities.

Parent Engagement (3.6): ELAC meetings and other parent involvement opportunities were offered, with translation services provided. These efforts aimed to engage parents in their children's education, yet the impact on student achievement was limited, indicating a need for more targeted parent engagement strategies.

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 significant differences between the intended implementation and the actual execution of strategies. The budgeted expenditures were aligned with the planned activities, including professional development, parent engagement, and interventions. However, achievement targets were not met and the consistency of implementation needs additional support and monitoring.

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

The goal is to increase English Language Learner student achievement with continued implementation of identified best practices, collaboration among staff, and professional development opportunities. We will monitor the quality and quantity of academic discourse (e.g., classroom discussions, number talks, and peer collaboration) during designated and integrated ELD time. Additionally, we will improve our monitoring of English Language Learner progress and collaborate to provide targeted instruction and intervention.

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.

Science

- By June 2025, there will be a 5% increase in 5th grade students that meet or exceed standard in Science as measured by the CAST assessment.
- By June 2025, there will be a 5% increase in 5th grade English Language Learner (ELL) students that meet or exceed standard in Science as measured by the CAST assessment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

A review of the Dashboard and local data reveals that while 51% of 5th-grade students met or exceeded science standards as measured by the 2023-24 CAST assessment, there is a need for improvement. Implementing targeted interventions and support systems that focus on enhancing science instruction and providing additional resources for students is crucial. The school will monitor progress closely and adjust strategies to ensure all students meet or exceed the set standards.

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
CAST Common Formative Assessments (CFA)	In 2023-24, CAST Scores indicate 51% of 5th grade students met or exceeded standards in Science.	By June 2025, 56% of 5th grade students will meet or exceed standards in Science as measured by CAST and CFAs.

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
4.1	Students will receive NGSS instruction to include Science and Engineering Practices (SEP), Disciplinary Core Ideas (DCI), and Cross Cutting	All Students	2,000 LCFF S/C Site Innovation (3313)

				Concepts (CCS). Supplemental instructional technology, materials, and supplies will be provided to support NGSS instruction.		Books and Supplies 1,100 Title I - Site Allocation Books and Supplies
4.2	Staff will collaborate in Professional Learning Communities to: • Design and implement NGSS instruction. • Monitor student learning with common, formative assessments. • Analyze data from to inform instruction and pacing. • Design and implement appropriate differentiation and intervention. • Implement Thinking Maps across all grade levels.	All Students	1,000 LCFF S/C Site Innovation (3313) Books and Supplies 1,000 LCFF S/C Site Innovation (3313) Certificated Salaries
4.3	Rowland Avenue's team of Academic Leaders and the staff as a whole will analyze CAST data for the purpose of creating and/or reaffirming the school-wide focus, SMARTe goals, and action plans. Professional learning and release time will be provided for the Academic Leadership team to further develop their skills as teacher leaders. The professional learning may include work with instructional coaches and consultants.	All Students	1,000 LCFF S/C Site Innovation (3313) Certificated Salaries 1,000 Title I - Site Allocation Books and Supplies
4.4	Teachers and support staff will be participate in NGSS and CAST professional learning. The professional learning may include work with instructional coaches and consultants.	All Students	1,200 LCFF S/C Site Innovation (3313) Professional/Consulting Services

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

Core Curriculum and Supplemental Materials (4.1), Professional Development (4.4): Teachers effectively implemented the Next Generation Science Standards (NGSS), core curriculum and supplemental materials to strengthen science concept development. Professional development enhanced teacher understanding of Science Common Core Standards and supported lesson design through an NGSS lens. These efforts resulted in significant gains in student proficiency, with the percentage of students meeting or exceeding standards increasing from 27% in 2022-23 to 51% in 2023-24

Professional Learning Communities (4.2), Leadership and Data Analysis (4.3): PLCs and Achievement Teams focused on using data to plan instruction and interventions. This data driven process contributed to a 24% increase in students meeting or exceeding standards.

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

There were no major differences between the planned and actual implementation of strategies. All activities were executed as intended, and the budgeted expenditures were fully aligned with the planned initiatives. The resources allocated for curriculum materials, professional development, and data analysis tools were utilized as anticipated, supporting the achievement of the goal.

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

To sustain and build on the gains achieved in Science proficiency, the school will continue to prioritize the implementation of NGSS and professional development focused on these standards. Collaboration through PLCs and data analysis will remain central to instructional planning. Additionally, the school will emphasize adopting and integrating the Twig Science program across all grade levels, ensuring a cohesive and comprehensive science curriculum. These adjustments and continued efforts are documented in the SPSA and aim to enhance science instruction and student outcomes further.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement
By June 2025, chronic absenteeism will decrease by 5% as measured by the California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation. 2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. 3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.

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.

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
California Dashboard	19.9% Chronic Absenteeism school wide 27.8% Chronic Absenteeism for Students with Disabilities 22.5% Chronic Absenteeism for English Learners 23.2% Chronic Absenteeism for Socioeconomically Disadvantaged Students 22.4% Chronic Absenteeism for Hispanic Students	14.9% Chronic Absenteeism school wide 22.8% Chronic Absenteeism for Students with Disabilities 17.5% Chronic Absenteeism for English Learners 18.3% Chronic Absenteeism for Socioeconomically Disadvantaged Students 17.4% Chronic Absenteeism for Hispanic Students

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
5.1	Positive attendance and parent engagement will be promoted through:	This strategy serves all students with increased awareness to Students	1,504 Title I - Homeless Books and Supplies

			with Disabilities and students currently or having previously shown Chronic Absenteeism.	500 LCFF Attendance (03308) Books and Supplies 500 Title I - Site Allocation Classified Salaries 1,049. Title I - Site Allocation Books and Supplies
5.2	Positive attendance and parent engagement will be supported through: • School-wide and community events. • School-home weekly communication through attendance reports, emails, Parent Square and daily, personal phone calls. • Principal and School Liaison meetings, phone calls and home visits with at-risk families. • Identification of specific school attendance barriers faced by children in poverty, foster youth, homeless youth, and any other significant student populations with high chronic absenteeism rates. • Collaboration with education partners to develop personalized plans. • Saturday school opportunities.	This strategy serves all students with increased awareness to Students with Disabilities and students currently or having previously shown Chronic Absenteeism.	3,000 LCFF S/C Site Innovation (3313) Books and Supplies 1,500 Title I - Site Allocation Books and Supplies
5.3	School-wide implementation of a MTSS for Behavior and Expectations.	This strategy serves all students with increased awareness to Students with Disabilities and students currently or having previously shown Chronic Absenteeism.	2,000 Title I - Site Allocation Books and Supplies 2,000 LCFF S/C Tutoring (2226) Certificated Salaries 1,500 LCFF S/C Site Innovation (3313) Books and Supplies
5.4	Students will receive a comprehensive Social Emotional Learning program using the district-adopted curriculum and components included in the program. Supplemental instructional technology, materials, and supplies will be provided as needed.	All students with increased awareness to Students with Disabilities and students currently or having previously shown Chronic Absenteeism.	2,000 LCFF S/C Site Innovation (3313) Books and Supplies
5.5	Promote college and career readiness through: • Promote college and career readiness through: • Arts Education • Field trips • School-wide assemblies • Career Day		1,200 LCFF S/C College Campus Visit (04423.0) Services and other operating expenditures 7,718 Prop 28 (67700)

				Books and Supplies
				3,946 LCFF S/C Site Innovation (3313) Services and other operating expenditures
5.6	Transition support will be provided for preschool students entering kindergarten and fifth grade students advancing to middle school. Kindergarten teachers will meet with pre-school teachers and SAI specialists to discuss kindergarten transition, class assignments, curriculum, and essential skills. Kindergarten teachers will conduct a kindergarten round-up to include registration, informal assessment of skills, kindergarten parent and student orientation, and distribution of parental support and readiness materials. Kindergarten teachers will use assessment data to ensure proper assignment of students.	Kindergarten Students	1,000 LCFF S/C Site Innovation (3313) Certificated Salaries

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

Positive Attendance Campaign and Parent Engagement (5.1, 5.2): The school has implemented a comprehensive Positive Attendance Campaign that focuses on educating both students and parents about the negative impacts of chronic absenteeism. This includes regular communication through attendance reports, emails, Parent Square, and direct phone calls. School-wide recognition and incentive systems have been established to promote positive attendance behavior. Additionally, school and community events have been organized to foster a supportive environment. The Principal and School Liaison have actively engaged with at-risk families through meetings, phone calls, and home visits to address specific attendance barriers. This targeted approach has been instrumental in identifying and addressing the challenges faced by students in poverty, foster youth, homeless youth, and other vulnerable populations.

MTSS Attendance Support and Intervention (5.3): The implementation of a Multi-Tiered System of Support (MTSS) for behavior and attendance expectations has been a key component in addressing chronic absenteeism. This system provides a structured framework for monitoring attendance patterns and implementing timely interventions. The use of data to identify students at risk of chronic absenteeism has allowed for personalized intervention plans, including Saturday school opportunities and other supports tailored to the specific needs of the students.

Social Emotional Learning Implementation (5.4): The district-adopted RULER program for Social Emotional Learning (SEL) has been integrated into the school curriculum, providing students with the necessary skills to manage their emotions, set positive goals, and establish healthy relationships. This comprehensive SEL program includes supplemental instructional technology, materials, and supplies to support the holistic development of students. The program has effectively created a supportive school environment, which has positively impacted student attendance.

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 significant differences between the intended implementation and the actual execution of the strategies. All planned activities were carried out as scheduled, and the budgeted expenditures were utilized effectively to support the initiatives.

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 to prioritize the reduction of chronic absenteeism. Key adjustments will include expanding workshops and informational sessions to educate parents on the importance of regular attendance and strategies to support their children. Additionally, efforts will be made to strengthen communication channels and provide more direct support to families facing attendance challenges. The reach and depth of the MTSS framework and SEL programs will be expanded to ensure comprehensive support for all students. The updated SPSA details these changes and their implementation. It continues to focus on leveraging resources to address the specific needs of diverse student groups and effectively reduce chronic absenteeism.

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	$29,657.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$99,721.00
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 - Homeless	$1,504.00
Title I - Site Allocation	$26,649.00
Title I- Parent Involvement	$1,504.00

Subtotal of additional federal funds included for this school: $29,657.00

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 ($)
LCFF Attendance (03308)	$500.00
LCFF S/C College Campus Visit (04423.0)	$1,200.00
LCFF S/C New Teacher (2223)	$1,500.00
LCFF S/C Site Innovation (3313)	$38,646.00
LCFF S/C Tutoring (2226)	$18,000.00
Prop 28 (67700)	$7,718.00
Site Allocation (26000.0)	$2,500.00

Subtotal of state or local funds included for this school: $70,064.00

Total of federal, state, and/or local funds for this school: $99,721.00

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 - Site Allocation	26,649.00	0.00
Title I- Parent Involvement	1,504.00	0.00
Title I - Homeless	1,504.00	0.00
LCFF S/C Site Innovation (3313)	38,646.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,200.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	1,500.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	7,718.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Attendance (03308)	500.00
LCFF S/C College Campus Visit (04423.0)	1,200.00
LCFF S/C New Teacher (2223)	1,500.00
LCFF S/C Site Innovation (3313)	38,646.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	7,718.00
Site Allocation (26000.0)	2,500.00
Title I - Homeless	1,504.00
Title I - Site Allocation	26,649.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
Books and Supplies	58,875.00
Certificated Salaries	24,500.00

Classified Salaries	4,000.00
Professional/Consulting Services	4,700.00
Services and other operating expenditures	7,646.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Books and Supplies	LCFF Attendance (03308)	500.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	1,200.00
Books and Supplies	LCFF S/C New Teacher (2223)	1,500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	28,500.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	5,000.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	1,200.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	3,946.00
Certificated Salaries	LCFF S/C Tutoring (2226)	16,500.00
Classified Salaries	LCFF S/C Tutoring (2226)	1,500.00
Books and Supplies	Prop 28 (67700)	7,718.00
Services and other operating expenditures	Site Allocation (26000.0)	2,500.00
Books and Supplies	Title I - Homeless	1,504.00
Books and Supplies	Title I - Site Allocation	17,649.00
Certificated Salaries	Title I - Site Allocation	3,000.00
Classified Salaries	Title I - Site Allocation	2,500.00
Professional/Consulting Services	Title I - Site Allocation	3,500.00
Books and Supplies	Title I- Parent Involvement	1,504.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,554.00
Goal 2	17,950.00
Goal 3	15,500.00
Goal 4	8,300.00

| Goal 5 | 29,417.00 |

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

Certificated Positions	How Many	Funding Sources	Percentage
Title 1 Intervention Teacher	1	District Funded	100%

Classified Positions	How Many	Funding Sources	Percentage

School Safety Plan SB187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Rowland Avenue Elementary School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Kimberly Braswell   *Kimberly Braswell* _____ 10/9/2024 _____
                                   Signature   Date

School Site Council President: Loni Smith   *Loni Smith* _____ 10/9/2024 _____
                                                 Signature   Date

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198: School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:
EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Covina-Valley Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kimberly Braswell	Principal
Christine DeAnda-Brown	Classroom Teacher
Monique Howard	Classroom Teacher
Jannee Hathaway	Classroom Teacher
Natalie Garcia	Other School Staff
Vanessa Delangis	Parent or Community Member
David Dominguez	Parent or Community Member
Ivonne Rebolloso	Parent or Community Member
Juana Rodriguez	Parent or Community Member
Man Ling Wang	Parent or Community Member

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

English Learner Advisory Committee Members

Rowland Avenue Elementary School

The English Learner Advisory Committee is the representative body responsible for advising the principal and staff on the development of the school plan and needs assessment, administration of the language census and importance of school attendance at schools where there are more than 21 students identified as English Language Learners. The current make-up of the council is as follows:

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Kimberly Braswell	X		
Cindy Yaneth-Barrera		X	
Guadalupe Flores		X	
Yan Gao		X	
Feiuan Li		X	
Guanqiang Lin		X	
Ryoko Nakata		X	
Silvia Ortiz		X	
Flor Salinas-Reynoso		X	
Juana Rodriguez		X	X
Evelia Aguilar-Romero		X	
Carla Sanchez		X	
Ting Zang			
Numbers of members of each category	**1**	**11**	**1**

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
Juana Rodriguez	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 12/11/2024.

Attested:

Principal, Kimberly Braswell on 12/11/2024	*Kimberly Braswell*
SSC Chairperson, Loni Smith on 12/11/2024	*Loni Smith*

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.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (S*ections: 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 (S*ections: 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:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*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/

Updated by the California Department of Education, October 2023

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DOCUMENT NAME	FINGERPRINT	REFERENCE ID	VERIFICATION LINK
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User Reference Id: ddc907a3fd7b4843bba744f5fd18f0e7

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