

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **ROLANDO PARK ELEMENTARY SCHOOL**

**2020-21**

37-68338-6040091  
CDS Code

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

**Principal:** DeLuca, Anthony

**Contact Person:** DeLuca, Anthony

**Position:** Principal

**Telephone Number:** (619) 344-3600

**Address:** 6620 Marlowe Dr, Rolando Park Elementary, San Diego, CA, 92115-6740

**E-mail Address:** adeluca@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**  
**RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: **Rolando Park Elementary School**

**DUE: October 5, 2020**

SITE CONTACT PERSON: **Anthony DeLuca**

PHONE: **619-344-3600**

FAX: **619-344-3620**

E-MAIL ADDRESS: **adeluca@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP)     CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                                      |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: <u>9/22/20</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Other (list): <u>RPE PTA / SSC &amp; Parents</u>       | Date of presentation: <u>9/22/20</u> |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 9/22/20

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

\_\_\_\_\_  
Anthony DeLuca  
Type/Print Name of School Principal

A. DeLuca      10/5/20  
Signature of School Principal / Date

\_\_\_\_\_  
Phyllis Stevens  
Type/Print Name of SSC Chairperson

P Stevens      10/5/20  
Signature of SSC Chairperson / Date

\_\_\_\_\_  
Claudia Ortiz  
Type/Print Name of ELAC Chairperson

Claudia Ortiz N.      10/5/20  
Signature of ELAC Chairperson / Date

\_\_\_\_\_  
Monika Hazel  
Type/Print Name of Area Superintendent

Monika Hazel      11/06/20  
Signature of Area Superintendent / Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title 1 School wide Program.

Rolando Park Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths, and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set **high expectations** for all students. Our entire school community shares the belief that **all children can and will learn**, and we work tirelessly to make this a reality for our students.

The mission of Rolando Park Elementary School (RPE) is to improve student achievement across all core academic content areas. We will do this by supporting all of our students' needs, both academic and socio-emotional, in an environment where our students feel safe and cared for. We will continue to focus on our students' literacy, mathematics, and science acumen with the goal of helping all of our students to be their best and achieve their goals. Rolando Park Elementary staff believe **ALL** students can learn and we constantly strive to help our students achieve high standards of learning. Our goal is to prepare Rolando Park Elementary students to be 21st century learners by developing these important skills: critical thinking, problem solving, communication, collaboration, and technology. The School Plan for Student Achievement (SPSA) fulfills this goal by providing a school roadmap that places a strong emphasis on learning and academic growth.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

Rolando Park Elementary's stakeholders (SSC/ELAC, SGT, PTA, Teachers, and Parents) have analyzed the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program for students failing to make progress in literacy & mathematics as evidenced by SBAC scores in grades 3-5, and formative/summative assessments in grades TK-2. RPE stakeholder groups met throughout the 2019-2020 school year until we all needed to leave school grounds in March of 2020 for CV19. RPE continued to receive stakeholder input via zoom meetings after leaving our physical campus in March of 2020. .

Specific Meeting Dates: 9/17/19 - SSC & Staff Members met to discuss budget considerations and recommendations. 11/12/19 - SSC members met to review last year's Title I funding and to plan for next year's spending. 12/17/19 - SSC & Staff Members received and discussed implications for the SDUSD Title I Ranking Sheet which shows RPE having a smaller percentage of Title I funded families than in previous years (approx. 78% vs. previous years in 90% range). 01/14/20 - SSC met to discuss the SPSA Assessment & Evaluation Survey. 02/04/20 - SSC reviewed and approved the budget for the following school year.

In order to achieve student academic proficiency Rolando Park Elementary will focus on its goals, implement the academic learning strategies, and move forward with the action steps set forth in SPSA. RPE will monitor and track student growth and progress throughout the 2020-2021 school year via a comprehensive school-wide online data collection system.

### **RESOURCE INEQUITIES**

There are approximately 280 students enrolled at RPE for the 2020-2021 school year with 100% of our students receiving free breakfast and lunch in the Classroom (BIC). *The percentages for the culturally diverse student body at our school are as follows: Hispanic (49%), Asian (14%), African American (13%), Multi-Racial (12%), White (10%), and Native American / Pacific Islander (1% each). The English Learner (EL) population makes up approximately 26%* of our student population, with nearly equal distribution across all grades. School-wide baseline performance on CAASPP results for 2018-2019 in literacy and mathematics scores indicates the following: **67% Met or Exceeded** State Standards in ELA - English Language Arts, and **57% Met or Exceeded** State Standards in Mathematics. For the 2018-2019 school year, RPE Reclassified as Fluent English Proficient 21 students via the English Language Proficiency Assessment for CA (ELPAC). 26% of our English Learner (EL) students Met State SBAC Standards in both ELA and Mathematics. The results from 18-19 show that our EL population, while adding the needed skills in the language acquisition process, still need to make gains in meeting and/or exceeding state SBAC standards.

***\*\*\*All SBAC performance percentages are from the 18-19 school year. When we resume State of CA SBAC testing, RPE will adjust all ELA & Math goals to reflect our most recent performance.***

**18-19 School Year:** RPE's Students with Disabilities increased from **9% to 20% Met or Exceeded** State Standards in ELA, while also increasing from **12% to 27% Met or Exceeded** State Standards in Mathematics.

**18-19 School Year:** RPE's Hispanic Students increased from **54% to 61% Met or Exceeded** State Standards in ELA, while also staying at the same **47% Met or Exceeded** Standards in Mathematics.

**18-19 School Year:** RPE's African American students increased from **33% to 77% Met or Exceeded** State Standards in ELA, while also increasing from **50% to 61.5% Met or Exceeded** State Standards in Mathematics.

RPE recognizes that right now with distance learning for all our students there are some students who are struggling more than others in this environment. RPE is working hard with families to ameliorate these struggles. Moving forward Rolando Park Elementary will continue to focus on strong literacy (reading and writing) and mathematics instruction as preparing our students for the academic rigors of a common core world is a top priority for us. To support our continuing academic achievement goals RPE will fund a .5 Resource Teacher who will provide Tier I & II instruction for students, as well as assist in professional development for TK-5 teachers.

Rolando Park Elementary has implemented electronic data tracking for ALL students. This system was built by site administration and adhered to by both the school principal and classroom teachers. RPE has also created an electronic list of all CA Core Content Standards (Critical Concepts) that our students are expected to know (link below). This strategy focuses our instruction on what our students need to learn in order to help them to meet and/or exceed state standards. Classroom observations will be carried out weekly at RPE. Classroom observations are an integral part of the site principal's routine with respect to knowledge of the instruction taking place in each classroom. Teachers also list what standards they are teaching via a daily schedule and online in our master Professional Learning Community (PLC) tracking document. Students in grades 3-5 will take part in the Interim Assessment Block assessments on the California Assessment Website (CAASPP), these assessments will help our students to practice the rigorous common core assessment standards.

**Critical Concepts / Proficiency Scales Link:** <https://docs.google.com/spreadsheets/u/1/d/e/2PACX-1vTaoiIfULvget0iGynpah2QH9k9MYowL4kPS9qYMPJywST9g19sw24yAByDfd2eVJwJhriWSUFVHLii/pubhtml#>

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Jacques Garrett	Parent
Phyllis Stevens	Teacher
Anthony DeLuca	Principal
Yaritza Hernandez	Teacher
Christina Domiano	Teacher
Brooke Ferguson	Parent
Claudia Ortiz	Parent
Sandra Lopez	School Clerk: Other School Representative
Marcella Lopez	Parent
Michelle Alexander	Parent

# GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

## Goal 1 - Safe, Collaborative and Inclusive Culture

### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Rolando Park Elementary's physical school year ended on March 13, 2020 before the transition to online learning. This has had an impact on our attendance as many families have struggled with being able to access online curriculum for a variety of reasons (poor internet quality or lack of internet access, difficulty understanding Chromebook technology, computer hardware issues, etc.). Even with these technological issues, RPE will strategically utilize (in an understanding and empathetic manner) our Guidance Counselor (GC), as well as our Guidance Assistant (GA) to notify students when they begin to approach chronically absent levels (2 or more absences / month), throughout online learning. This strategic plan will also include our School Clerk to monitor chronically absent students and inform the Principal, GC, and GA of these absences. Also, RPE has developed monthly attendance incentives for students who have perfect attendance as well as taking part in Councilwoman Shirley Weber's Perfect Attendance Awards at SeaWorld. RPE also funds an Americorps mentor to help grades 3-5 with Attendance, Behavior, and Academics. All of this work will continue throughout the pandemic. Specifically; our Americorps mentor is working with students in small classroom breakout groups, as well as calling families who have not been attending school.

#### \*Major Differences

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



## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The major difference for the 2020-2021 school year will be the challenge of implementing all of Rolando Park Elementary's support in an online environment. Our attendance percentage as a school has gone down from the high 90% area to the high 80% area for the first two weeks of the 2020-2021 school year. This is a direct impact of the CV-19 pandemic on our attendance.

### \*Changes

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

Rolando Park Elementary will work within SDUSD guidelines to modify our approach to student attendance and participation in the online learning environment. One approach will be to maintain a more constant contact with parents and students who are beginning to represent as chronically absent. Another approach will be to utilize SDUSD guidelines that allow for communication between teachers and students, and schoolwork turned in (even if late) to help with RPE's attendance goals.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All	Increase Attendance Percentage	~90%	98%	Attendance	Monthly
June 2021	All	Decrease Chronic Absenteeism	15.3%	12%	Chronic Absenteeism	Monthly

### \*Identified Need

The CDE Dashboard Chronic Absenteeism rate for Rolando Park Elementary in the 2019-2020 school year was: 15.3% - this was a 2.4% increase from the previous school year. Overall, our attendance percentage as a school averaged approximately 96% over the course of the 19-20 school year, and we would like to see this rate increase to 98%. We have noticed a distinct drop in our attendance percentage as a school since the Covid 19 pandemic occurred. Our attendance percentage dropped from consistently being in the high 90% range to now in the high 80% range. Our highest percentage of Chronically Absent subgroups were found in our Socioeconomically Disadvantaged students (17.8%), our African American students (17.6%), our Students with Disabilities (14.3%), our Hispanic students (13.1%), and our English Learners (11.9%).

Rolando Park Elementary was consistently in 1st place in the Crawford Cluster of schools with respect to our attendance percentage (approx. 96%) throughout the 19-20 school year before we had to leave school for the CV-19 pandemic. Our goal is to increase the attendance percentage and decrease chronically absent student percentages across all of RPE's subgroups.

**\*Online Learning Implications**

Rolando Park Elementary believes in Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction. Restorative Communities are also very important - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected. SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. Social-Emotional Learning and Restorative Justice Practices are an important part of our work with students at Rolando Park Elementary School.

RPE Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments. RPE Teachers School Leaders and Counselor will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent. SDUSD's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning. Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All	Socioeconomically Disadvantaged	Decrease Chronic Absence Attendance	17.8%	12%	Attendance	Monthly
June 2021	All	Black or African American	Decrease Chronic Absence Attendance	17.6%	12%	Attendance	Monthly
June 2021	All	Students with Disabilities	Decrease Chronic Absence Attendance	14.3%	10%	Attendance	Monthly
June 2021	All	Hispanic or Latino	Decrease Chronic Absence Attendance	13.1%	10%	Attendance	Monthly
June 2021	All	English Learner	Decrease Chronic Absence Attendance	11.9%	9%	Attendance	Monthly

**Strengthening School Attendance**

**\*Students to be served by this Strategy/Activity**

All Rolando Park Elementary students will benefit from the plan to increase our overall attendance percentage rate to 98% while at the same time decreasing the Chronic Absenteeism rate for our students across all subgroups including Socioeconomically Disadvantaged, Black or African American, Students with Disabilities, Hispanic or Latino, and English Learners. Rolando Park Elementary staff firmly believe that all students need to be attending school, via in person, or now online, in order to gain access to core academic curriculum. RPE strives to create a safe and inclusive environment whether we are teaching in person, or via online learning platforms.

**\*Strategy/Activity - Description**

Rolando Park Elementary will work within SDUSD guidelines to modify our approach to student attendance and participation in the online learning environment. One approach will be to maintain a more constant contact with parents and students who are beginning to represent as chronically absent. Another approach will be to utilize SDUSD guidelines that allow for communication between teachers and students, and schoolwork turned in (even if late) to help with RPE's attendance goals. Rolando Park Elementary will strategically utilize our Guidance Counselor (GC), our Americorps Mentor, as well as our Guidance Assistant (GA) to notify students when they begin to approach chronically absent levels (2 or more absences / month). This strategic plan will also include our School Clerk to monitor chronically absent students and inform the Principal, GC, and GA of these absences. Also, RPE has developed monthly attendance incentives for students who have perfect attendance as well as taking part in Councilwoman Shirley Weber's Perfect Attendance Awards at SeaWorld. RPE also funds an Americorps mentor to help grades 3-5 with Attendance, Behavior, and Academics.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02431D	Guidance Asst - Vacancy, SBB2517933	0.20000	\$6,503.20	\$8,666.82	0243-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Guidance Assistant to help increase student attendance percentage across all subgroups at RPE.
N02438D	Consultants <=\$25K		\$7,000.00	\$7,000.00	0243-30106-00-5801-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Americorps Mentor to help increase student attendance percentage across all subgroups at RPE.

**\*Additional Supports for this Strategy/Activity**

Rolando Park Elementary is using all available resources and school personnel to support our students' attendance needs: Guidance Counselor, School Clerk, Guidance Assistant, Principal, School Nurse, and Teachers all play an integral role in our students' attendance. It is a priority for our students to maintain a good attendance percentage at Rolando Park Elementary.

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

For the 2019-2020 school year Rolando Park Elementary' s goal was to increase our overall percentage of students meetings and/or exceeding State of CA Smarter Balanced standards (SBAC) from 67% to 70% across grades 3-5. Because of the Covid 19 pandemic, RPE was not able to measure if this progress took place. RPE will continue this goal for the 2020-2021 school year. In previous years RPE has increased student achievement by the following percentages:

Baseline: 2014-2015 = 32% met or exceeded SBAC standards in ELA  
2015-16 = 45% met or exceeded SBAC standards in ELA (increase of 13%)  
2016-17 = 41% met or exceeded SBAC standards in ELA (decrease of 4%)  
2017-18 = 60% met or exceeded SBAC standards in ELA (increase of 19%)  
2018-19 = 67% met or exceeded SBAC standards in ELA (increase of 7%)

RPE's students made gains in the English Language Arts (ELA) portion of the SBAC in all categories and surpassed our goals in the 2018-19 school year. Despite the overall success of our school not all subsets of RPE's student population met our ELA goals. We have continuing work with our English Learner population and our Students with Disabilities with respect to meeting academic standards.

**\*Major Differences**

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

There were little to no differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities of our articulated goals. All budget expenditures were carefully planned out to benefit our students and to promote academic success in ELA. Rolando Park Elementary met our stated goals for the 2018-19 school year. In 2019-20 SBAC testing was postponed because of the Covid 19 pandemic. When the State of CA resumes testing, RPE will keep its stated goal of working towards 70% or more of our students meeting and/or exceeding standards.

**\*Changes**

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

For the 2020-21 school year, the major change for us as a school is the advent of online learning, and how this will affect our students with respect to their learning. Teachers remain committed to learning how to be effective teachers in this new environment, teachers are also committed to tracking, and keeping assessment level data on our RPE Master PLC form which houses all student data electronically. If our students take the SBAC assessments in ELA this year, we do project that it could be more difficult for them because of a lack of direct instruction in the classroom.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage of students meeting and/or exceeding grade level standards	67%	70%	CAASPP ELA	Annually
June 2021	All Grade Levels	Increase Reading Proficiency Level School wide to 80% or above	72%	80%	Site Developed Common Assessments	Quarterly

**\*Identified Need**

Based on the 2018-19 CAASPP results 67% of Rolando Park Elementary students met and/or exceeded standards in ELA. This represents an 7% increase from our results in the 2017-18 school year. Over a 4 year period RPE's rate of met and/or exceeded standards has increased 35%. It needs to be noted that for the 2019-20 school year there was a lack of SBAC testing due to the Covid 19 pandemic, therefore RPE has a lack of data with respect to SBAC progress.

## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RPE's Developmental Reading Assessment (DRA) level data show that RPE students are (as a school) reading at 72% proficiency for their respective grade levels. RPE has aligned our ELA curriculum through our collective Professional Learning Community (PLC) work with the goal to increase DRA proficiency levels to 80% or higher. Common assessments in Illuminate as well as the DRA and FAST assessments will be given this year (2020-21) to track student progress.

### **\*Online Learning Implications**

In preparation for offering both online and on-site learning during the 2020-2021 school year, Rolando Park Elementary School will refine our comprehensive assessment plans to include both virtual assessment tools and in-person assessments. RPE assessment strategies will include exit slips, student discussions, self-assessments, and conferring with students. Assessments will also include assessing student writing or possibly student-developed presentation or videos. RPE will continue to utilize unit assessments and performance tasks for our students to prepare them for mastery in common core ELA academics. RPE will utilize summative assessments to assess mastery toward grade level standards and in determining student grades. Structures and digital tools to support student collaboration have been and are being developed by teachers for our students. RPE provides flexibility for teachers to provide both whole group, small group and individual instruction. Multiple assessment opportunities embedded throughout instruction allow teachers to assess and provide feedback to support students as they move toward mastery. Professional development for educators will be addressed for English Language Development strategies and on scaffolding instruction for English Learners. RPE will provide standards-based grading for all our students.

### **\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase percentage meeting state standards	27%	40%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase Reading Proficiency to Grade Level	~52%	60%	DRA 2	Quarterly
June 2021	3-5	Students with Disabilities	Increase percentage meeting state standards	20%	30%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase Reading Proficiency to Grade Level	~41%	50%	DRA 2	Quarterly

## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	Black or African American	Increase percentage meeting state standards	72%	78%	CAASPP ELA	Annual
June 2021	3-5	Black or African American	Increase Reading Proficiency to Grade Level	~75%	85%	DRA 2	Quarterly

### Focused Core Academic Reading Instruction

#### \*Students to be served by this Strategy/Activity

Rolando Park Elementary teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC), which adheres to common core learning standards. RPE will also assess and track student data so that we are early in identifying and addressing reading deficits, whether in decoding or comprehension. RPE will continue to utilize our half-time Resource Teacher to assist in supporting small group reading circles. RPE will continue to involve parents with respect to the communal goal of producing good quality grade level readers. All RPE students will benefit from this strategic work in the area of English Language Arts. RPE will also use software and our Americorp Mentor to help with reading instruction for our students.

#### \*Strategy/Activity - Description

Resource teacher to work with students who need extra assistance in small reading groups. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be engaged in furthering our work with our Guaranteed Viable Curriculum (GVC) via on online consortium of compiled Critical Concepts. Principal walkthroughs and PLC planning with teachers to assure that reading is kept in the foreground of our instruction. Close adherence to the CA Core ELA Content Standards throughout the entire school year to keep our students on track to meet standards.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02431E	Inschool Resource Tchr –	0.36000	\$34,231.32	\$48,740.47	0243-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Support closing the achievement gap in ELA and Math
F02431F	Inschool Resource Tchr –	0.14000	\$13,312.18	\$18,954.63	0243-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap in ELA and Math

**Focused Instruction Support / Software**

**\*Students to be served by this Strategy/Activity**

Rolando Park Elementary teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC), which adheres to common core learning standards. RPE will also assess and track student data so that we are early in identifying and addressing reading deficits, whether in decoding or comprehension. RPE will continue to utilize our half-time Resource Teacher to assist in supporting small group reading circles. RPE will continue to involve parents with respect to the communal goal of producing good quality grade level readers. All RPE students will benefit from this strategic work in the area of English Language Arts. RPE will also use software and our Americorp Mentor to help with reading instruction for our students.

**\*Strategy/Activity - Description**

RPE has allocated funds to purchase instructional supplies as this is an integral part of teaching and learning in order to make sure that we are maximizing instructional time to help close the achievement gap, as well as to provide for quality professional development.

RPE has also purchased software licenses for both Reading Eggs and Study Island. These programs are from Edmentum and they help our students with respect to enhancing their reading skills: decoding, comprehension, and inferring.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0243H	Software License		\$3,000.00	\$3,000.00	0243-00000-00-5841-1000-1110-01000-0000	Discretionary Alloc	[no data]		Software to help teachers in closing the achievement gap.
N02437S	Supplies		\$1,177.00	\$1,177.00	0243-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support teachers in closing the achievement gap.
N024395	Supplies		\$4,666.00	\$4,666.00	0243-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Support teachers in closing the achievement gap.

**Professional Learning Community Focused ELA**

**\*Students to be served by this Strategy/Activity**

Rolando Park Elementary teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC), which adheres to common core learning standards. RPE will also assess and track student data so that we are early in identifying and addressing reading deficits, whether in decoding or comprehension. RPE will continue to utilize our half-time Resource Teacher to assist in supporting small group reading circles. RPE will continue to involve parents with respect to the communal goal of producing good quality grade level readers. All RPE students will benefit from this strategic work in the area of English Language Arts. RPE will also use software and our Americorp Mentor to help with reading instruction for our students.

**\*Strategy/Activity - Description**

RPE teachers will meet in Professional Learning Community (PLC) meetings to work on improving instructional practices such as: Lesson design & studies, curriculum planning, and academic reading to further enhance teachers' knowledge base. When these meetings are held it is essential to have visiting teachers to support our students in classrooms so our existing teachers can be released from classroom instruction.



## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02433U	Prof&Curriclm Dev Vist Tchr		\$12,000.00	\$14,674.80	0243-30106-00-1192-1000- 1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Funds to pay for Visiting Teachers for PLC planning

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

For the 2019-2020 school year Rolando Park Elementary's goal was to increase our overall percentage of students meeting and/or exceeding State of CA Smarter Balanced standards (SBAC) from 57% to 65% across grades 3-5. Because of the Covid 19 pandemic, RPE was not able to measure if this progress took place. RPE will continue this goal for the 2020-2021 school year. In previous years RPE has increased student achievement by the following percentages:

Baseline: 2014-2015 = 22% met or exceeded SBAC standards in Mathematics  
2015-16 = 32% met or exceeded SBAC standards in Mathematics (increase of 10%)  
2016-17 = 45% met or exceeded SBAC standards in Mathematics (increase of 13%)  
2017-18 = 57% met or exceeded SBAC standards in Mathematics (increase of 12%)  
2018-19 = 57% met or exceeded SBAC standards in Mathematics (no increase or decline)

RPE's students did not make gains, or declines Mathematics portion of the SBAC in all categories in the 2018-19 school year. RPE will continue to pursue an increased dynamic in the amount of students meeting and/or exceeding standards in Mathematics when SBAC testing resumes. We have continuing work with our English Learner population and our Students with Disabilities with respect to meeting academic standards.

**\*Major Differences**

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

There were little to no differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities of our articulated goals. All budget expenditures were carefully planned out to benefit our students and to promote academic success in Mathematics. Rolando Park Elementary did not meet our stated goals SBAC goals of 65% met or exceeded standards for the 2018-19 school year. In 2019-20 SBAC testing was postponed because of the Covid 19 pandemic. When the State of CA resumes testing, RPE will keep its stated goal of working towards 65% or more of our students meeting and/or exceeding standards.

**\*Changes**

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

For the 2020-21 school year the major change for us as a school is the advent of online learning, and how this will affect our students with respect to their learning. Teachers remain committed to learning how to be effective teachers in this new environment, teachers are also committed to tracking, and keeping assessment level data on our RPE Master PLC form which houses all student data electronically. If our students take the SBAC assessments in Mathematics this year, we do project that it could be more difficult for them because of a lack of direct instruction in the classroom.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage of students meeting and/or exceeding grade level standards	57%	65%	CAASPP Math	Annually
June 2021	1-5	Increase percentage of students meeting and/or exceeding grade level standards	~54%	65%	Inspect	Quarterly

**\*Identified Need**

Based on the 2018-19 CAASPP results 57% of Rolando Park Elementary students met and/or exceeded standards in Mathematics. This represents neither an increase, nor a decrease, our results in the 2017-18 school year. Over a 4-year period RPE's rate of met and/or exceeded standards has increased 35%. It needs to be noted that for the 2019-20 school year there was a lack of SBAC testing due to the Covid 19 pandemic, therefore RPE has a lack of data with respect to SBAC progress.

## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RPE's Teacher created Illuminate Assessment level data show that RPE students in grades 3-5 are mathematically proficient in the 60% range. RPE has aligned our Mathematics curriculum through our collective Professional Learning Community (PLC) work with the goal to increase Illuminate proficiency levels to 70% or higher. Common assessments in FAST as well as Illuminate will be given this year (2020-21) to track student progress.

### \*Online Learning Implications

In preparation for offering both online and on-site learning during the 2020-2021 school year, Rolando Park Elementary School will refine our comprehensive assessment plans to include both virtual assessment tools and in-person assessments. RPE assessment strategies will include exit slips, student discussions, self-assessments, and conferring with students. Assessments will also include assessing student writing or possibly student-developed presentation or videos. RPE will continue to utilize unit assessments and performance tasks for our students to prepare them for mastery in common core Mathematics. RPE will utilize summative assessments to assess mastery toward grade level standards and in determining student grades. Structures and digital tools to support student collaboration have been and are being developed by teachers for our students. RPE provides flexibility for teachers to provide both whole group, small group and individual instruction. Multiple assessment opportunities embedded throughout instruction allow teachers to assess and provide feedback to support students as they move toward mastery. Professional development for educators will be addressed with respect to mathematics strategies for English Learners. RPE will provide standards-based grading for all our students.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase percentage of students meeting and/or exceeding grade level standards	26%	40%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase percentage of students meeting and/or exceeding grade level standards	42%	52%	Inspect	Quarterly
June 2021	3-5	Black or African American	Increase percentage of students meeting and/or exceeding	61%	65%	CAASPP Math	Annually

			grade level standards				
June 2021	3-5	Black or African American	Increase percentage of students meeting and/or exceeding grade level standards	50%	60%	Inspect	Quarterly
June 2021	3-5	Students with Disabilities	Increase percentage of students meeting and/or exceeding grade level standards	33%	38%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase percentage of students meeting and/or exceeding grade level standards	28%	38%	Inspect	Quarterly

**Focused Core Academic Mathematics Instruction**

**\*Students to be served by this Strategy/Activity**

Rolando Park Elementary teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC), which adheres to common core learning standards. RPE will also assess and track student data so that we are early in identifying and addressing deficits in Mathematics problem solving and/or algorithmic calculations. RPE will continue to utilize our half-time Resource Teacher to assist in supporting small group support in Mathematics. RPE will continue to involve parents with respect to the communal goal of producing good quality grade level mathematicians. All RPE students will benefit from this strategic work in the area of Mathematics. RPE will also use software and our Americorp Mentor to help with small group mathematics instruction for our students.

**\*Strategy/Activity - Description**

Resource teacher to work with students who need extra assistance in small math groups. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be engaged in furthering our work with our Guaranteed Viable Curriculum (GVC) via an online consortium of compiled Critical Concepts. Principal walkthroughs and PLC planning with teachers to assure that mathematics is kept in the foreground of our instruction. Close adherence to the CA Core Mathematics Content Standards throughout the entire school year to keep our students on track to meet standards.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr -				0243-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F02431E	Support closing the achievement gap in ELA and Math
	Inschool Resource Tchr -				0243-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F02431F	Support closing the achievement gap in ELA and Math

**Focused Instruction Support / Software**

**\*Students to be served by this Strategy/Activity**

Rolando Park Elementary teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC), which adheres to common core learning standards. RPE will also assess and track student data so that we are early in identifying and addressing deficits in Mathematics problem solving and/or algorithmic calculations. RPE will continue to utilize our half-time Resource Teacher to assist in supporting small group support in Mathematics. RPE will continue to involve parents with respect to the communal goal of producing good quality grade level mathematicians. All RPE students will benefit from this strategic work in the area of Mathematics. RPE will also use software and our Americorp Mentor to help with small group mathematics instruction for our students.

**\*Strategy/Activity - Description**

RPE has allocated funds to purchase instructional supplies as this is an integral part of teaching and learning in order to make sure that we are maximizing instructional time to help close the achievement gap, as well as to provide for quality professional development. ST Math is also an integral part of our classroom mathematics routines.

RPE has also purchased software licenses for Study Island. This program is from Edmentum and it helps our students with respect to enhancing their mathematics skills: computation, problem solving, all in CA Core Content Standards.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0243-00000-00-5841-1000-1110-01000-0000	Discretionary Alloc	[no data]	Goal 2 - English Language Arts   Ref Id : N0243H	Software to help teachers in closing the achievement gap.
	Supplies				0243-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N024395	Support teachers in closing the achievement gap.
	Supplies				0243-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N02437S	Support teachers in closing the achievement gap.

**Professional Learning Community Focused ELA**

**\*Students to be served by this Strategy/Activity**

Rolando Park Elementary teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC) which adheres to common core learning standards. RPE will also assess and track student data so that we are early in identifying and addressing deficits in Mathematics problem solving and/or algorithmic calculations. RPE will continue to utilize our half-time Resource Teacher to assist in supporting small group support in Mathematics. RPE will continue to involve parents with respect to the communal goal of producing good quality grade level mathematicians. All RPE students will benefit from this strategic work in the area of Mathematics. RPE will also use software and our Americorp Mentor to help with small group mathematics instruction for our students.

**\*Strategy/Activity - Description**

RPE teachers will meet in Professional Learning Community (PLC) meetings to work on improving instructional practices such as: Lesson design & studies, curriculum planning, and academic mathematics to further enhance teachers' knowledge base. When these meetings are held it is essential to have visiting teachers to support our students in classrooms so our existing teachers can be released from classroom instruction.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0243-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N02433U	Funds to pay for Visiting Teachers for PLC planning

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Rolando Park Elementary's implementation of strategies to measure the overall effectiveness of our English Learner (EL) students last year has shown that this is an area of need. RPE's students made gains in moving on to reclassifying as Fluent English Proficient, but our portion of students meeting or exceeding standards for SBAC were 27% for both ELA and Math. Despite the overall success of our school not all subsets of RPE's student population met our SBAC goals. We have continuing work with our English Learner population with respect to meeting or exceeding standards.

Because of the Covid 19 pandemic, RPE was not able to measure if this progress took place. RPE will continue this goal for the 2020-2021 school year.

#### \*Major Differences

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

There were little to no differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities of our articulated goals. All budget expenditures were carefully planned out to benefit our students and to promote the academic success of our English Learners. Rolando Park Elementary's goal is to increase our English Learner students' performance on the Smarter Balanced Assessments in both ELA & Math. In 2019-20 SBAC testing was postponed because of the Covid 19 pandemic. When the State of CA resumes testing, RPE will keep its stated goal of increasing our English Learner students ability to meet and/or exceed standards.



**\*Changes**

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

Resource Teacher (RT) will help classroom teachers in planning, implementing, and differentiating instruction and supports for our English Learner students (approximately 20% of RPE's student population). Classroom teachers will also be working on Designated ELD times in their routines as per the District's direction. The main difference here is that we will be focusing on ELs with respect to specifically raising their SBAC results. In 2019-20 SBAC testing was postponed because of the Covid 19 pandemic. When the State of CA resumes testing, RPE will keep its stated goal of increasing our English Learner students ability to meet and/or exceed standards.

**\*Integrated English Language Development**

English Learners will benefit from classroom lessons that address language targets and also carry with them appropriate scaffolding to help students access core academic content. Classroom teachers will utilize Quality Teaching for English Learner (QTEL) strategies during lessons for all students. In the 2020-21 school year thus far all of our learning has been online. Teachers are embedding ELD content into online lessons for our students at RPE.

**\*Designated English Language Development**

Designated English Language Development (dELD) planning will be woven into Professional Learning Communities (PLCs) as well as Professional Development (PD) opportunities throughout the school year. Classroom teachers will make adjustments to lessons and to teaching schedules to accommodate dELD into their daily routines. In the 2020-21 school year thus far all of our learning has been online. Teachers are embedding ELD content into online lessons for our students at RPE.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase percentage of students meeting and/or exceeding grade level standards	27%	37%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase percentage of students meeting and/or exceeding grade level standards	27%	37%	CAASPP Math	Annually

## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	All Grades	English Learner	Increase DRA grade level reading percentage	25%	40%	Other (Describe in Objective)	Quarterly
June 2021	All Grades	English Learner	Increase percentage of students meeting and/or exceeding standards on Illuminate Assessments	28%	38%	Other (Describe in Objective)	Quarterly

### **\*Identified Need**

The English Learner population makes up approximately 20% of Rolando Park Elementary's student population. Last year 2018-2019 RPE's EL population met or exceeded state SBAC standards at approximately 27% for both ELA and Mathematics. RPE has a focus on increasing the percentage of EL students who are meeting and/or exceeding state standards on SBAC assessments to 37%. In the 2020-21 school year, thus far all of our learning has been online. Teachers are embedding ELD content into online lessons for our students at RPE.

### **\*Online Learning Implications**

District will provide students with targeted small group support through a push-in integrated model. The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner. Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.

Online professional development modules with iELD (integrated English Language): The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education). These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support. Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition. Formative assessment data will be collected, analyzed and feedback given to students. Professional development will also be offered to teachers across the district serving this English Learner group. The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families. This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice.

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	1-5	English Learner	Reclassify as Fluent English Proficient	27%	35%	Summative ELPAC	Annually		
June 2021	All	English Learner	Move up One Level on ELPAC	Various	1 performance level increase	Summative ELPAC	Annually		
<b>Strategy/Activity 1</b>									
<b>*Students to be served by this Strategy/Activity</b>									
<p>Rolando Park Elementary teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC), which adheres to common core learning standards to benefit RPE's English Learner student population. RPE will also assess and track EL student data so that we are early in identifying and addressing which students need more ELD support and which students are getting closer to reclassifying as Fluent English Proficient. RPE will continue to utilize our half-time Resource Teacher to assist in supporting our EL student groups.</p>									
<b>*Strategy/Activity - Description</b>									
<p>Half-Time Resource Teacher (RT) will continue to support and collaborate with classroom teachers to help improve teacher effectiveness. RT assists in all areas of support for Rolando Park's English Learner students. This is done via close collaboration with teachers in planning and implementing differentiated instruction and multi-tiered levels of support.</p>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr -				0243-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F02431E	Support closing the achievement gap in ELA and Math as well as with EL students.
	Inschool Resource Tchr -				0243-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F02431F	Support closing the achievement gap in ELA and Math as well as with EL students.

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Rolando Park Elementary' s implementation of strategies to measure the overall effectiveness of our Students with Disabilities students last year has shown that this has been an area of growth. Students with Disabilities SBAC scores increased from 9% in 2017-18 to 20% in 2018-19, signifying an 11% point gain in ELA. In SBAC scores increased from 27% in 2017-18 to 33% in 2018-19, signifying a 6% gain. Because of the Covid 19 pandemic, RPE was not able to measure if this progress took place. RPE will continue this goal for the 2020-2021 school year.

#### \*Major Differences

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

There were little to no differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities of our articulated goals. All budget expenditures were carefully planned out to benefit our students and to promote the academic success of our Students with Disabilities. Rolando Park Elementary' s goal is to increase our SWDs' performance on the Smarter Balanced Assessments in both ELA & Math. In 2019-20 SBAC testing was postponed because of the Covid 19 pandemic. When the State of CA resumes testing, RPE will keep its stated goal of increasing our SWD students ability to meet and/or exceed standards.

**\*Changes**

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

For the 2020-21 school year the major change for us as a school is the advent of online learning, and how this will affect our students with respect to their learning. Special Education teachers remain committed to learning how to be effective teachers in this new environment, teachers are also committed to tracking, and keeping assessment level data on our RPE Master PLC form which houses all student data electronically. If our students take the SBAC assessments in ELA this year, we do project that it could be more difficult for them because of a lack of direct instruction in the classroom.

**\*Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage of students meeting and/or exceeding grade level standards on SBAC assessment in ELA	20%	30%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase percentage of students meeting and/or exceeding grade level standards on SBAC assessment in Math	33%	40%	Other (Describe in Objective)	Annually
June 2021	All SWDs	Increase Reading DRA Levels	40%	55%	Other (Describe in Objective)	Quarterly

**\*Identified Need**

Based on the 2018-19 CAASPP results 20% of Rolando Park Elementary's SWD students met and/or exceeded standards in ELA. This represents an 11% increase from our results in the 2017-18 school year. Also, in the 2018-19 CAASPP results 33% of RPE's SWD students met and/or exceeded standards in Mathematics. This represents a 6% increase from our results in the 2017-18 school year. It needs to be noted that for the 2019-20 school year there was a lack of SBAC testing due to the Covid 19 pandemic, therefore RPE has a lack of data with respect to SBAC progress. There is still hard work to be done with our Students with Disabilities population in order to increase SBAC met or exceeded percentages in both ELA & Mathematics.

**\*Online Learning Implications**

Implementation of IEP Services in Online Learning Setting. Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc). All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with

## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

equipment needs will have access to this equipment in their homes. The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators. All staff will be working as a team to support all students to accelerate the learning of students with IEPs.

### \*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase percentage of students meeting and/or exceeding grade level standards on SBAC assessment in ELA	20%	30%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Increase percentage of students meeting and/or exceeding grade level standards on SBAC assessment in Math	33%	40%	Other (Describe in Objective)	Annually

### Focused Core Academic Instruction

#### \*Students to be served by this Strategy/Activity

Rolando Park Elementary special education teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC), which adheres to common core learning standards. RPE will also assess and track student data so that we are early in identifying and addressing reading & math deficits. All RPE students will benefit from this strategic work with our GVC, especially our SWDs.

#### \*Strategy/Activity - Description

Special education teacher will work closely with general education teachers for our Students with Disabilities in order to close the achievement gap. This work will include PLC planning time as well as co-teaching in the gen ed classrooms. RPE will be engaged in furthering our work with our Guaranteed Viable Curriculum (GVC) via an online consortium of compiled Critical Concepts. Close adherence to the CA Core ELA Content Standards throughout the entire school year to keep our SWDs on track to meet standards.

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	Increase percentage of students meeting and/or exceeding standards on SBAC assessments in Math	61%	65%	Grades	Annual
June 2021	3-5	Black or African American	Increase percentage of students meeting and/or exceeding standards on SBAC assessments in ELA	72%	78%	Grades	Annual

## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	All	Black or African American	Maintain "Blue" status with regard to suspensions of CA Dashboard	~1 - 2%	~1 - 2%	Suspensions (Classroom and School)	Annual
June 2021	All	Black or African American	Decrease Chronic Absence Attendance	17.6%	12%	Suspensions (Classroom and School)	Annual

### \*Goal 6 Supporting Black Youth - Additional Goals

#### Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Rolando Park Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Rolando Park Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Rolando Park Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Rolando Park Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Rolando Park Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Rolando Park Elementary is to maintain or increase the percentage of diverse educators from current year to the follow

### \*Identified Need

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

The CDE Dashboard Chronic Absenteeism rate for Rolando Park Elementary in the 2019-2020 school year was: 15.3% - this was a 2.4% increase from the previous school year. Overall our attendance percentage as a school averaged approximately 96% over the course of the 19-20 school year, and we would like to see this rate increase to 98%. We have noticed a distinct drop in our attendance percentage as a school since the Covid 19 pandemic occurred. Our attendance percentage dropped from consistently being in the high 90% range to now in the high 80% range. Our highest percentage of Chronically Absent subgroups were found in our Socioeconomically Disadvantaged students (17.8%), our Black or African American students (17.6%), our Students with Disabilities (14.3%), our Hispanic students (13.1%), and our English Learners (11.9%). Our focus will be to decrease our Black or African American students' chronic absenteeism rate from 17.6% to 12% or less.

Rolando Park Elementary's Black or African American students were in the "Blue" category on CA's Dashboard results with respect to suspensions. RPE's goal is to maintain "Blue" stats on our CA Dashboard for the coming 20-21 school year.



**\*Online Learning Implications**

Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

**Strengthening Attendance at School**

**\*Students to be served by this Strategy/Activity**

All Rolando Park Elementary students will benefit from the plan to increase our overall attendance percentage rate to 98% while at the same time decreasing the Chronic Absenteeism rate for our students across all subgroups including Socioeconomically Disadvantaged, Black or African American, Students with Disabilities, Hispanic or Latino, and English Learners. Rolando Park Elementary staff firmly believe that all students need to be attending school, via in person, or now online, in order to gain access to core academic curriculum. RPE strives to create a safe and inclusive environment whether we are teaching in person, or via online learning platforms. While benefitting all students, this goal will particularly focus on our Black or African American student population.

**\*Strategy/Activity - Description**

Rolando Park Elementary will work within SDUSD guidelines to modify our approach to student attendance for our Black or African American student population in the online learning environment. One approach will be to maintain a more constant contact with parents and students who are beginning to represent as chronically absent. Another approach will be to utilize SDUSD guidelines that allow for communication between teachers and students, and schoolwork turned in (even if late) to help with RPE's attendance goals. Rolando Park Elementary will strategically utilize our Guidance Counselor (GC), our Americorps Mentor, as well as our Guidance Assistant (GA) to notify students when they begin to approach chronically absent levels (2 or more absences / month). This strategic plan will also include our School Clerk to monitor chronically absent students and inform the Principal, GC, and GA of these absences. Also, RPE has developed monthly attendance incentives for students who have perfect attendance as well as taking part in Councilwoman Shirley Weber's Perfect Attendance Awards at SeaWorld. RPE also funds an Americorps mentor to help grades 3-5 with Attendance, Behavior, and Academics.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02431G	School Counselor -	0.20000	\$17,414.40	\$25,108.69	0243-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]		To help meet our attendance & academic goals for Black or African American students

## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Guidance Asst - Vacancy, SBB2517933				0243-09800-00- 2404-3110-0000- 01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F02431D	To help meet our attendance & academic goals for Black or African American students
	Consultants <=\$25K				0243-30106-00- 5801-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N02438D	To help meet our attendance & academic goals for Black or African American students

**\*Additional Supports for this Strategy/Activity**

Rolando Park Elementary is using all available resources and school personnel to support our Black or African American students' attendance needs: Guidance Counselor, School Clerk, Guidance Assistant, Principal, School Nurse, and Teachers all play an integral role in our students' attendance. It is a priority for our students to maintain a good attendance percentage at Rolando Park Elementary.

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Rolando Park Elementary has seen a slow but steady growth in parents who are coming to the site regularly, volunteering in our classrooms, running for SSC membership, ELAC membership, and attending Family Friday - Coffee with the Principal meetings. Since the Covid 19 pandemic RPE has not been able to have parents visiting the school site, but we have seen more participation with our parents via online zoom meetings with both the principal and our classroom teachers. During these meetings, we engage parents in all of the necessary discussions regarding the importance of school attendance, testing data, safety plans, student achievement, and the importance of being involved in their child's education for their academic, social, and emotional success. These strategies have been effective in that we have increased parent participation at our school.

#### \*Major Differences

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

The major difference for the 2020-2021 school year will be the challenge of implementing all of Rolando Park Elementary's support in an online environment. We have just begun our parent classes through our partnership with the North Central Early Intervention program and our goal is to increase our parent/workshop attendance in our online environment.

#### \*Changes

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

Rolando Park will continue to review and monitor sign-in sheets, send home and increase utilization of flyers & messages, and continue the use of School Messenger to notify parents & community members of parent involvement opportunities. PeachJar, Facebook, and Twitter have all been

## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

implemented to keep our families informed of school happenings. Teachers and counselor will meet multiple times per year to analyze student progress using site developed criteria. Families are contacted quarterly based on progress via student report cards. Administration will identify specific audience and track attendance.

### \*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase # of parents attending on-site trainings	25%	40%	Other - Describe in objective

### \*Identified Need

Because of the Covid 19 pandemic, RPE has not had parents or students on our site since March 13, 2020. With the advent of online learning and instruction we have actually seen an increase in our parent connectedness to classroom instruction. Our next step for involving our parents is to maximize parent participation in our online classes that are delivered via our partnership with the North Central Early Intervention Program.

### \*Online Learning Implications

A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning. District is also supplying families with training on SEL, Wellness, Health and Safety.

These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations. These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process. This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs. Training for parents and other caregivers. Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice.

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	PTA	Increase average parent involvement in RPE's PTA	56%	80%	Committee Attendance
June 2021	SSC	Strengthen ELAC as a member of the SSC Team	25%	65%	Committee Attendance

**Increasing Parent Engagement**

**\*Families to be served by this Strategy/Activity**

All Rolando Park Elementary families will benefit from this strategy as close ties between the school and our families is of the utmost importance for the success of our students. Rolando Park Elementary's School Site Council (SSC) and PTA are important school bodies that actively contribute to our functioning as a successful neighborhood school.

**\*Strategy/Activity - Description**

For virtual online learning in the beginning of the 2020-2021 school year RPE will not be able to review and monitor sign-in sheets. As the year progresses and "if" we are to make it through our reopening phases, Rolando Park will once again review and monitor sign-in sheets for parent attendance. RPE will continue to send home and increase utilization of virtual flyers (PeachJar) messages, and continue the use of School Messenger to notify parents & community members of parent involvement opportunities. PeachJar, Facebook, and Twitter have all been implemented to keep our families informed of school happenings. We have added ClassDojo as a way to quickly reach all parents as well and this have proven to be successful in our online learning environment. Teachers, Counselor, and Americorps Mentor will meet multiple times per year to analyze student progress using site developed criteria in order to inform parents as to the progress their children are making. Families are contacted quarterly based on progress via student report cards. Administration will identify specific audience and track attendance.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0243B5	Supplies		\$1,183.00	\$1,183.00	0243-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Use of funds to support parent involvement at RPE
	School Counselor				0243-00010-00-1210-3110-0000-01000-3401	Position Allocation	[no data]	Goal 6 - Supporting Black Youth   Ref Id : F02431G	To support connection between RPE and our students' families
	Consultants <=\$25K				0243-30106-00-5801-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N02438D	To support connection between RPE and our students' families

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

For the 2020-2021 school year, Rolando Park Elementary will continue to assess and track our students' reading levels in our new online learning environment prior to returning to on-site instruction. RPE is continually working on increasing the percentage of students who are reading at grade level as per the Developmental Reading Assessment (DRA). RPE funds a .5 allocation resource teacher to help with reading instruction for struggling students, to collaborate with teachers, to support professional development, and to help with our English Learner student population. For the 2018-19 school year RPE's goals of 80% of 5th graders and 63% of 3rd graders reading at grade level were met as per DRA results.

#### \*Major Differences

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

There were little to no differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities of our articulated goals. All budget expenditures were carefully planned out to benefit our students and to promote academic success in reaching our reading level goals. Rolando Park Elementary met our stated goals for the 2018-19 school year. In 2019-20 DRA testing was postponed at the end of the school year because of the Covid 19 pandemic. RPE will resume testing this school year (20-21) and will keep its stated goal of working towards 75% or more of our students meeting and/or reading at grade level as per the DRA.

**\*Changes**

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

For the 2020-21 school year, the major change for us as a school is the advent of online learning, and how this will affect our students with respect to their learning. Teachers remain committed to learning how to be effective teachers in this new environment, teachers are also committed to tracking, and keeping assessment level data on our RPE Master PLC form which houses all student data electronically. RPE will continue to track the reading levels of our students via the Developmental Reading Assessment (DRA).

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase percentage of students reading at or above grade level as measured by the DRA	65%	70%	Grade 3 ELA Reading	Annually
June 2021	5	Increase percentage of students reading at or above grade level as measured by the DRA	70%	75%	Grade 5 ELA Reading	Annually

**\*Identified Need**

RPE's Developmental Reading Assessment (DRA) level data show that RPE students are (as a school) reading at 72% proficiency for their respective grade levels. RPE has aligned our ELA curriculum through our collective Professional Learning Community (PLC) work with the goal to increase DRA proficiency levels to 80% or higher. Common assessments in Illuminate as well as the DRA and FAST assessments will be given this year (2020-21) to track student progress.

**\*Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	English Learner	Increase percentage of students reading at or above grade level as measured by the DRA	27%	50%	Grade 3 ELA Reading	Annually
June 2021	5	English Learner	Increase percentage of students reading at or above grade level as measured by the DRA	45%	65%	Grade 5 ELA Reading	Annually

**Focused Core Academic Reading Instruction**

**\*Students to be served by this Strategy/Activity**

Rolando Park Elementary teachers will work collaboratively in Professional Learning Communities (PLCs) to provide a Guaranteed Viable Curriculum (GVC), which adheres to common core learning standards. RPE will also assess and track student data so that we are early in identifying and addressing reading deficits, whether in decoding or comprehension. RPE will continue to utilize our half-time Resource Teacher to assist in supporting small group reading circles. RPE will continue to involve parents with respect to the communal goal of producing good quality grade level readers. **All RPE students will benefit from this strategic work in the area of English Language Arts.** RPE will also use software and our Americorp Mentor to help with reading instruction for our students.

**\*Strategy/Activity - Description**

Resource teacher to work with students who need extra assistance in small reading groups. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be engaged in furthering our work with our Guaranteed Viable Curriculum (GVC) via on online consortium of compiled Critical Concepts. Principal walkthroughs and PLC planning with teachers to assure that reading is kept in the foreground of our instruction. Close adherence to the CA Core ELA Content Standards throughout the entire school year to keep our students on track to meet standards.



## Rolando Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Inschool Resource Tchr -				0243-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : F02431E	Resources used to support students' reading goals to advance to the next grade level
	Inschool Resource Tchr -				0243-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : F02431F	Resources used to support students' reading goals to advance to the next grade level
	Guidance Asst - Vacancy, SBB2517933				0243-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F02431D	Resources used to support students' reading goals to advance to the next grade level
N02433F	Supplies		\$3,596.00	\$3,596.00	0243-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Use of funds to support student instruction.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

There are approximately 280 students enrolled at RPE for the 2020-2021 school year with 100% of our students receiving free breakfast and lunch in the Classroom (BIC). *The percentages for the culturally diverse student body at our school are as follows: Hispanic (49%), Asian (14%), African American (13%), Multi-Racial (12%), White (10%), and Native American / Pacific Islander (1% each). The English Learner (EL) population makes up approximately 26% of our student population, with nearly equal distribution across all grades. School-wide baseline performance on CAASPP results for 2018-2019 in literacy and mathematics scores indicates the following: 67% Met or Exceeded State Standards in ELA - English Language Arts, and 57% Met or Exceeded State Standards in Mathematics. For the 2018-2019 school year RPE Reclassified as Fluent English Proficient 21 students via the English Language Proficiency Assessment for CA (ELPAC). 26% of our English Learner (EL) students Met State SBAC Standards in both ELA and Mathematics. The results from 18-19 show that our EL population, while adding the needed skills in the language acquisition process, still need to make gains in meeting and/or exceeding state SBAC standards.*

*\*\*\*All SBAC performance percentages are from the 18-19 school year. When we resume State of CA SBAC testing, RPE will adjust all ELA & Math goals to reflect our most recent performance.*

**18-19 School Year:** RPE's Students with Disabilities increased from **9% to 20% Met or Exceeded** State Standards in ELA, while also increasing from **12% to 27% Met or Exceeded** State Standards in Mathematics.

**18-19 School Year:** RPE's Hispanic Students increased from **54% to 61% Met or Exceeded** State Standards in ELA, while also staying at the same **47% Met or Exceeded** Standards in Mathematics.

**18-19 School Year:** RPE's African American students increased from **33% to 77% Met or Exceeded** State Standards in ELA, while also increasing from **50% to 61.5% Met or Exceeded** State Standards in Mathematics.

RPE recognizes that right now with distance learning for all our students there are some students who are struggling more than others in this environment. RPE is working hard with families to ameliorate these struggles. Moving forward Rolando Park Elementary will continue to focus on strong literacy (reading and writing) and mathematics instruction as preparing our students for the academic rigors of a common core world is a top

priority for us. To support our continuing academic achievement goals RPE will fund a .5 Resource Teacher who will provide Tier I & II instruction for students, as well as assist in professional development for TK-5 teachers.

Rolando Park Elementary has implemented electronic data tracking for ALL students. This system was built by site administration and adhered to by both the school principal and classroom teachers. RPE has also created an electronic list of all CA Core Content Standards (Critical Concepts) that our students are expected to know (link below). This strategy focuses our instruction on what our students need to learn in order to help them to meet and/or exceed state standards. Classroom observations will be carried out weekly at RPE. Classroom observations are an integral part of the site principal's routine with respect to knowledge of the instruction taking place in each classroom. Teachers also list what standards they are teaching via a daily schedule and online in our master Professional Learning Community (PLC) tracking document. Students in grades 3-5 will take part in the Interim Assessment Block assessments on the California Assessment Website (CAASPP), these assessments will help our students to practice the rigorous common core assessment standards.

**Critical Concepts / Proficiency Scales Link:** <https://docs.google.com/spreadsheets/u/1/d/e/2PACX-1vTaoiIfULvget0iGynpah2QH9k9MYowL4kPS9qYMPJywST9g19sw24yAByDfd2eVJwJhriWSUFVHLii/pubhtml#>

## ACHIEVEMENT

**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

ACHIEVEMENT

**APPENDIX A**  
**BUDGET SUMMARY**

# Rolando Park ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 54,589.47
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 108,658.72

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 25,270.80
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$ 25,270.80

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 28,798.45
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 28,798.45

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 108,658.72

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Rolando Park Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.2000	\$ 6,503.20	
		Guidance Asst	3000			\$ 2,163.62	
		Inschool Resource Tchr	1109	Pull/Out Push In	0.1400	\$ 13,312.18	
		Inschool Resource Tchr	3000			\$ 5,642.45	
			4301	Supplies		\$ 1,177.00	
	<b>09800 LCFF Intervention Support Total</b>					<b>0.3400</b>	<b>\$ 28,798.45</b>
	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.3600	\$ 34,231.32	
		Inschool Resource Tchr	3000			\$ 14,509.15	
			4301	Supplies		\$ 4,666.00	
	<b>30100 Title I Basic Program Total</b>					<b>0.3600</b>	<b>\$ 53,406.47</b>
30103 Title I Parent Involvement		4301	Supplies		\$ 1,183.00		
<b>30103 Title I Parent Involvement Total</b>						<b>\$ 1,183.00</b>	
30106 Title I Supplmnt Prog Imprvmnt			1192	Prof&Curriclm Dev Vist Tchr		\$ 12,000.00	
			3000			\$ 2,674.80	
			4301	Supplies		\$ 3,596.00	
			5801	Consultants <=\$25K		\$ 7,000.00	
<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>						<b>\$ 25,270.80</b>	
<b>Grand Total</b>					<b>0.7000</b>	<b>\$ 108,658.72</b>	

## ACHIEVEMENT

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**





San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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***Rolando Park Elementary***  
**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements. ***Rolando Park Elementary School*** has developed a written Title I parent & family engagement policy with input from Title I parents. In the fall, an annual meeting at ***Rolando Park Elementary's Family Friday*** will be held to share with parents a description of the Title I program and its requirements.

RPE has distributed the policy to parents of Title I students. Parents are asked for input at Family Friday meetings and through communication with the school site. The results are shared and the final policy is reviewed by the SSC in October for distribution to parents for the current school year.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).

How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - Parents are sent flyers, personally invited by the principal to Family Friday meetings, and also receive a call from the school informing them of the annual meeting in the fall.
  - The administration prepares a PowerPoint presentation to review the Title I requirements and how the site qualifies for Title I funding.
  - Parents are given the opportunity to ask questions and provide feedback after the presentation in an open dialogue.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Parents are sent flyers, personally invited by the principal to Family Friday meetings, and also receive a call from the school informing them of the annual meeting in the fall.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- The administration prepares a PowerPoint presentation to review the Title I requirements and how the site qualifies for Title I funding.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- School Site Council (SSC) meetings are scheduled throughout the year with 10 being the minimum meetings on the calendar.
  - Parents are always welcome to set up an appointment to visit with the principal during the school year.
  - The principal is available for questions, concerns or clarifications through email.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parents are sent flyers, personally invited by the principal to Family Friday meetings, and also receive a call from the school informing them of the annual meeting in the fall.
  - The administration prepares a PowerPoint presentation to review the Title I requirements and how the site qualifies for Title I funding.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Parents are sent flyers, personally invited by the principal to Family Friday meetings, and also receive a call from the school informing them of the annual meeting in the fall.
  - The administration prepares a PowerPoint presentation to review the Title I requirements and how the site qualifies for Title I funding.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- School sites and parents get results of the [California Assessment of Student Performance and Progress \(CAASPP\)](#) each fall. The state assessments measure student performance based on the California common core standards in literacy and mathematics using the scale: standard not met: level 1, standard nearly met: level 2, standard met: level 3, and standard exceeded: level 4. Teachers and staff are available to parents for an explanation on how this assessment measures student progress.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parents are always welcome to set up an appointment to visit with the principal during the school year.
  - The principal is available for questions, concerns or clarifications through email.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- During annual school meetings school staff will explain to our parents the content standards, assessments, and the school's data and its significance.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- During meetings with school staff the staff will discuss ways that parents can use grades and assessment data to monitor their student's progress and assist their child's academic progress.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- During SSC meetings, and Family Friday meetings, multiple times per year, parents meet with principal and staff members to work as equal partners.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Parent involvement is a key component at our school. School staff will, to the highest extent possible, coordinate efforts with other parent groups such as PTA, and ELAC, through their involvement with the School Site Council.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Utilizing, Facebook, Flyers, PeachJar, EdConnect, and Twitter information is communicated to parents regarding school and parent programs and meetings.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- The school supports assistance for parents in all activities requested by PTA, ELAC, and DAC members.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Meeting invitations to attend all parent meetings will be sent to parents in both English and Spanish. Our campus is handicapped accessible, and parent translation in Spanish & Sign Language will be provided.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- If there were to be a parent concern or complaint about the program plan not being satisfactory, RPE will add these concerns to the program prior to sending it the local education agency.

This policy was adopted by ***Rolando Park Elementary School*** on September 20, 2020 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 20<sup>th</sup> – 2020.

/Anthony DeLuca /

Signature of authorized official here

**THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT  
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF EDUCATION JULY 2018**

ACHIEVEMENT

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

***ROLANDO PARK ELEMENTARY***

**TITLE I SCHOOL PARENT COMPACT**

This School Parent Compact is in effect for the 2020-2021 school year.

***Rolando Park Elementary School*** distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Rolando Park Elementary will provide high-quality curriculum and instruction through consistent and systematic district professional development, purposeful grade level planning and professional learning communities (PLCs) focused on inquiries that improve teaching and learning in service of proficiency of the common core standards and through the use of multiple formative and summative assessments to monitor student progress and accountability.

- Teachers will utilize and implement lessons in the areas of literacy, mathematics, social sciences, and physical sciences that are developed and formulated into a curriculum map specific to each grade level based on the common core standards.
- Teachers will consistently communicate grade level expectations and each child's progress towards those expectations.
- Teachers will meet with all parents in the fall and spring for parent/teacher conferences and on an as-needed basis for children not achieving adequate progress.
- The school provides three progress reports: one in November, a second in March and a final one in June.
- Teachers maintain communications with students and families on an on going basis including the use of learning contracts when a child is not meeting grade level standards.
- Parents are encouraged to email teachers or call the office to contact the teachers to make an appointment with the teacher during non-teaching times. Our teachers welcome the opportunity to communicate with the parents of their students.
- Parents are invited to become members of the PTA and to register with the office as classroom volunteers (TB Test required).
- During Back to School Night in the fall, teachers encourage and inform parents how they may participate in the classroom, school site activities, organizations and committees

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Teachers maintain communications with students and families on an on going basis including the use of learning contracts when a child is not meeting grade level standards.
- Parents are encouraged to email teachers or call the office to contact the teachers to make an appointment with the teacher during non-teaching times. Our teachers welcome the opportunity to communicate with the parents of their students.
- School principal conducts informational meetings during Family Fridays that teach parents about the State's academic content standards.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- School principal conducts informational meetings during Family Fridays that teach parents about the State's academic content standards.
- Parent classes are conducted on-site for parents on a variety of topics ranging from academic to socio-emotional well-being.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- School principal consistently works with staff members with respect to creating a safe, collaborative, informative and safe environment that elicits parent cooperation and involvement.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- School principal conducts informational meetings during Family Fridays that teach parents about the State's academic content standards.
- Parent classes are conducted on-site for parents on a variety of topics ranging from academic to socio-emotional well-being.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Families are informed about school and parent programs in a variety of ways: All calls, Facebook, Twitter, PeachJar and traditional flyers sent home with students.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Parent classes are conducted on-site for parents on a variety of topics ranging from academic to socio-emotional well-being.
- Rolando Park Panthers PTA involves as many parents as possible with member inclusion activities.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Rolando Park Elementary has a policy of inclusion for all of our community members; including those with limited English proficiency, disabilities, and migrant/homeless families. Translators are provided for each of our meetings and flyers go out to parents in multiple languages.



This Compact was adopted by Rolando Park Elementary School on (insert date), and will be in effect for the period of the 2019-2020 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: September 20<sup>th</sup>, 2019.

/Anthony DeLuca/

Signature of authorized Official:

## ACHIEVEMENT

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from:

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

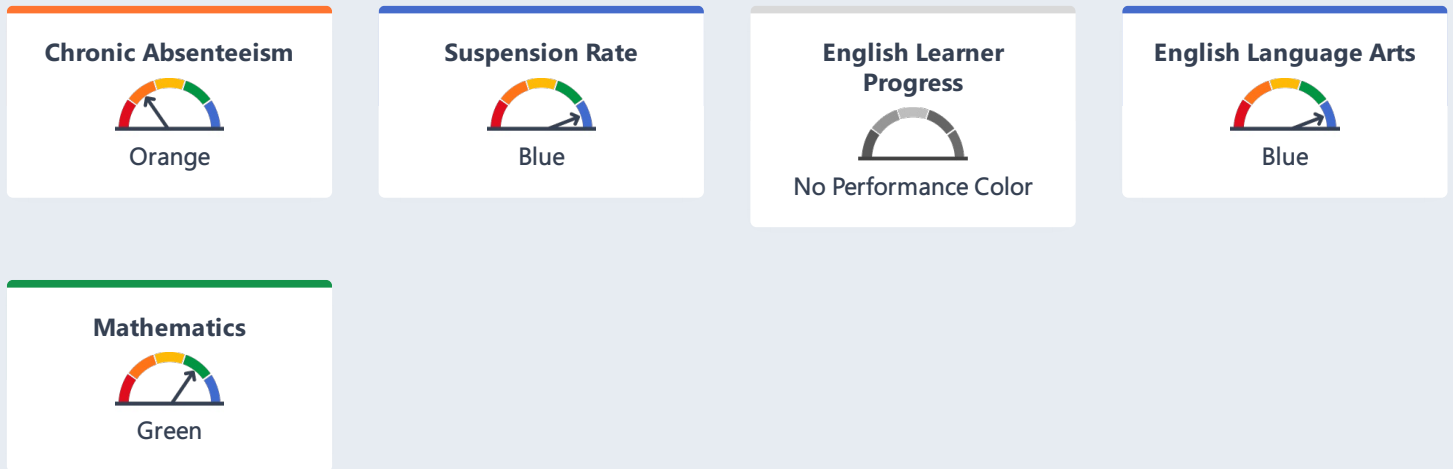
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

\* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

# Rolando Park Elementary

Explore the performance of Rolando Park Elementary under California's Accountability System.

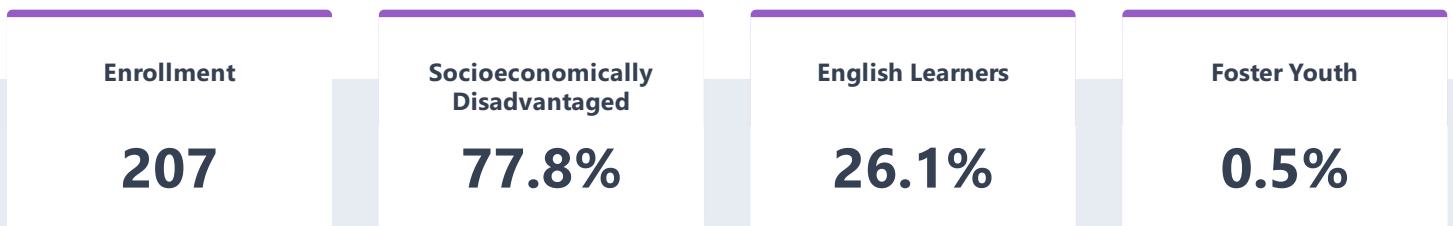


## School Details

<b>NAME</b> Rolando Park Elementary	<b>ADDRESS</b> 6620 Marlowe Drive San Diego, CA 92115-6740	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-5
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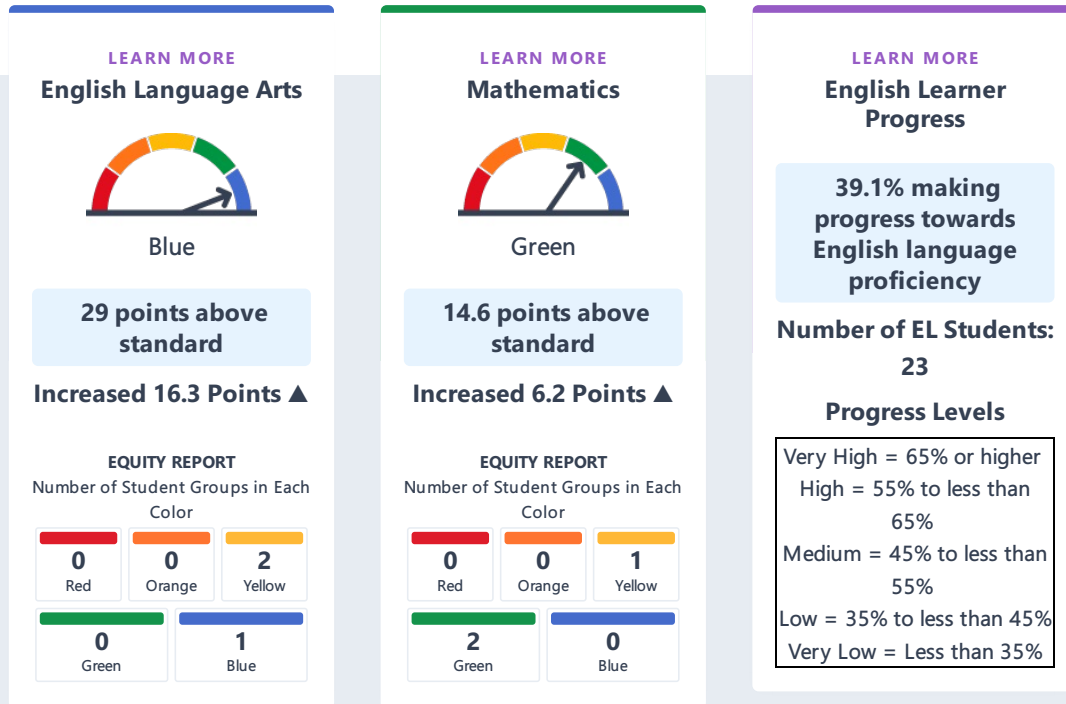
## Student Population

Explore information about this school's student population.



# Academic Performance

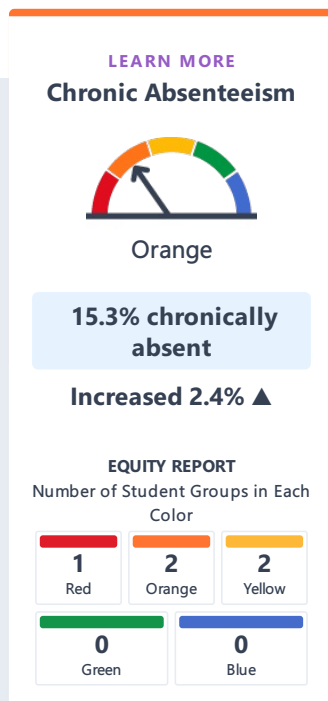
View Student Assessment Results and other aspects of school performance.



## ROLANDO PARK ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Blue

**0% suspended at least once**

**Declined 1.9% ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>0</b> Orange	<b>0</b> Yellow
<b>0</b> Green	<b>5</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore 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.

#### All Students



Blue

29 points above standard

Increased 16.3 Points ▲

Number of Students: 71

### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic



Green

No Students



Blue

Socioeconomically Disadvantaged



No Performance Color

African American

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

### African American



No Performance Color

35.8 points above standard

Increased 60.3 Points ▲

Number of Students: 12

### Asian



No Performance Color

69.3 points above standard

No Data

Number of Students: 12

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

5.8 points below standard

Increased 41 Points ▲

Number of Students: 12

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

50.5 points below standard

Increased 18.5 Points ▲

Number of Students: 16

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### English Learners



Yellow

9.2 points above standard

Declined 11.2 Points ▼

Number of Students: 34

### Hispanic



Yellow

7.5 points above standard

Maintained 2.2 Points

Number of Students: 39

### Socioeconomically Disadvantaged



Blue

25.8 points above standard

Increased 15.3 Points ▲

Number of Students: 63

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 17 points below standard

12.6 points above standard

29 points above standard

## English Language Arts Data Comparisons: English Learners

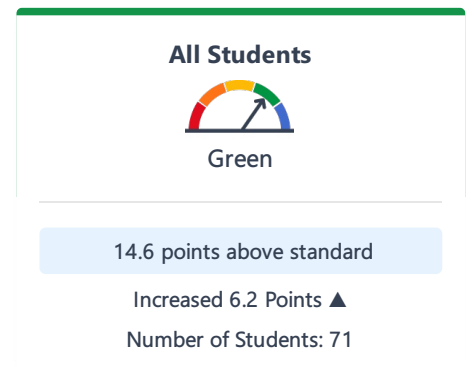
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
48.2 points below standard	40.3 points above standard	42.3 points above standard
Declined 30.5 Points ▼	Declined 22.5 Points ▼	Increased 37.8 Points ▲
Number of Students: 12	Number of Students: 22	Number of Students: 34

## Mathematics

### All Students







Explore 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.



### Student Group Details

#### All Student Groups by Performance Level

3 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>Hispanic</p>
 <p>Green</p> <p>English Learners</p> <p>Socioeconomically Disadvantaged</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>Foster Youth</p> <p>Homeless</p> <p>Two or More Races</p>





### African American



No Performance Color

16.7 points above standard

Increased 51.4 Points ▲

Number of Students: 12

### Asian



No Performance Color

60.8 points above standard

No Data

Number of Students: 12

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

7.8 points below standard

Increased 30 Points ▲

Number of Students: 12

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

61.8 points below standard

Declined 9.4 Points ▼

Number of Students: 16

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Hispanic



Yellow

8 points below standard

Declined 11.6 Points ▼

Number of Students: 39

### English Learners



Green

5.4 points above standard

Declined 17.3 Points ▼

Number of Students: 34

### Socioeconomically Disadvantaged



Green

10.8 points above standard

Increased 4.3 Points ▲

Number of Students: 63

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	21.2 points below standard	8.4 points above standard	14.6 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
37.2 points below standard	28.4 points above standard	17.9 points above standard
Declined 34.1 Points ▼	Declined 23 Points ▼	Increased 22.8 Points ▲
Number of Students: 12	Number of Students: 22	Number of Students: 34

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

**English Learner Progress**

**39.1% making progress towards English language proficiency**

**Number of EL Students: 23**

**Performance Level**

**Low**

### Student English Language Acquisition Results

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.

---

ELs Who Decreased at Least One ELPI Level	13%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	47.8%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	39.1%

---

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore 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.

#### All Students



Orange

15.3% chronically absent

Increased 2.4% ▲

Number of Students: 216

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Socioeconomically Disadvantaged



Orange

English Learners

Hispanic



Yellow

African American

Students with Disabilities



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

3.2% chronically absent

Declined 4.5% ▼

Number of Students: 31

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

32.3% chronically absent

Increased 11.6% ▲

Number of Students: 31

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Two or More Races



No Performance Color

27.8% chronically absent

Declined 12.2% ▼

Number of Students: 18

### White



No Performance Color

23.8% chronically absent

Increased 8.8% ▲

Number of Students: 21

### Socioeconomically Disadvantaged



Red

17.8% chronically absent

Increased 4% ▲

Number of Students: 169

### English Learners



Orange

11.9% chronically absent

Increased 10.1% ▲

Number of Students: 59

### Hispanic



Orange

13.1% chronically absent

Increased 7.4% ▲

Number of Students: 107

### African American



Yellow

17.6% chronically absent

Declined 4% ▼

Number of Students: 34

### Students with Disabilities



Yellow

14.3% chronically absent

Declined 1.6% ▼

Number of Students: 49

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore 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.

#### All Students



Blue

0% suspended at least once

Declined 1.9% ▼

Number of Students: 220

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

- African American
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities



No Performance Color

- American Indian
- Asian
- Foster Youth
- Homeless
- Two or More Races
- Pacific Islander
- White

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 31

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

0% suspended at least once

Declined 3.4% ▼

Number of Students: 34

### Two or More Races



No Performance Color

0% suspended at least once

Declined 10% ▼

Number of Students: 20

### Pacific Islander

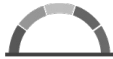


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### White



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 21

### African American



Blue

0% suspended at least once

Declined 2.7% ▼

Number of Students: 34

### English Learners



Blue

0% suspended at least once

Declined 1.8% ▼

Number of Students: 60

### Hispanic



Blue

0% suspended at least once

Declined 0.9% ▼

Number of Students: 109

### Socioeconomically Disadvantaged



Blue

0% suspended at least once

Declined 2.2% ▼

Number of Students: 172

### Students with Disabilities



Blue

0% suspended at least once

Declined 4.5% ▼

Number of Students: 51



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Rolando Park**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	100	32.0	92	45.7	91	40.7	78	59.0	73	67.1	35.1	8.1	99	22.2	92	32.6	91	45.1	78	57.7	73	57.5	35.3	-0.2
Female	42	35.7	40	52.5	34	52.9	34	70.6	45	73.3	37.6	2.7	42	14.3	40	32.5	34	47.1	34	58.8	45	57.8	43.5	-1.0
Male	58	29.3	52	40.4	57	33.3	44	50.0	28	57.1	27.8	7.1	57	28.1	52	32.7	57	43.9	44	56.8	28	57.1	29.0	0.3
African American	14	7.1	17	17.6	23	30.4	12	33.3	13	76.9	69.8	43.6	13	0.0	17	17.6	23	34.8	12	50.0	13	61.5	61.5	11.5
Asian**	0	-	0	-	3	-	3	-	12	75.0	-	-	0	-	0	-	3	-	3	-	12	83.3	-	-
Filipino	2	-	1	-	1	-	0	-	0	-	-	-	2	-	1	-	1	-	0	-	0	-	-	-
Hispanic	63	30.2	57	52.6	48	37.5	46	54.3	39	61.5	31.3	7.2	63	17.5	57	36.8	48	43.8	46	47.8	39	46.2	28.7	-1.6
Indochinese**	7	-	1	-	5	-	7	-	-	-	-	-	7	-	1	-	5	-	7	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	6	-	7	-	5	-	7	-	3	-	-	-	6	-	7	-	5	-	7	-	3	-	-	-
Multiracial	8	-	9	-	6	-	3	-	5	-	-	-	8	-	9	-	6	-	3	-	5	-	-	-
English Learner	20	5.0	22	31.8	8	-	17	41.2	15	26.7	21.7	-14.5	20	20.0	22	36.4	8	-	17	41.2	15	26.7	6.7	-14.5
English-Speaking	80	38.8	70	50.0	83	43.4	61	63.9	58	77.6	38.8	13.7	79	22.8	70	31.4	83	45.8	61	62.3	58	65.5	42.7	3.2
Reclassified†	16	62.5	5	-	24	54.2	18	77.8	22	77.3	14.8	-0.5	16	25.0	5	-	24	54.2	18	72.2	22	68.2	43.2	-4.0
Initially Eng. Speaking	64	32.8	65	46.2	59	39.0	43	58.1	36	77.8	45.0	19.7	63	22.2	65	29.2	59	42.4	43	58.1	36	63.9	41.7	5.8
Econ. Disadv.*	100	32.0	82	43.9	80	40.0	72	56.9	66	65.2	33.2	8.3	99	22.2	82	31.7	80	46.3	72	55.6	66	54.5	32.3	-1.1
Non-Econ. Disadv.	0	-	10	60.0	11	45.5	6	-	7	-	-	-	0	-	10	40.0	11	36.4	6	-	7	-	-	-
Gifted	25	52.0	26	61.5	25	48.0	13	84.6	11	81.8	29.8	-2.8	25	48.0	26	61.5	25	68.0	13	61.5	11	63.6	15.6	2.1
Not Gifted	75	25.3	66	39.4	66	37.9	65	53.8	62	64.5	39.2	10.7	74	13.5	66	21.2	66	36.4	65	56.9	62	56.5	43.0	-0.4
With Disabilities	24	8.3	0	-	17	11.8	11	9.1	15	20.0	11.7	10.9	24	0.0	16	12.5	17	11.8	11	27.3	15	33.3	33.3	6.0
WO Disabilities	76	39.5	76	55.3	74	47.3	67	67.2	58	79.3	39.8	12.1	75	29.3	76	36.8	74	52.7	67	62.7	58	63.8	34.5	1.1
Homeless	12	16.7	16	25.0	13	15.4	11	18.2	13	61.5	44.8	43.3	12	8.3	16	12.5	13	30.8	11	18.2	13	46.2	37.9	28.0
Foster	3	-	0	-	0	-	0	-	1	-	-	-	3	-	1	-	0	-	0	-	1	-	-	-
Military	3	-	0	-	2	-	3	-	3	-	-	-	2	-	0	-	2	-	3	-	3	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.  
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.





**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Rolando Park**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	35	28.6	36	52.8	27	70.4	26	69.2	27	70.4	41.8	1.2	35	31.4	36	44.4	27	81.5	26	65.4	27	63.0	31.6	-2.4
Female	10	20.0	14	57.1	14	85.7	11	81.8	21	71.4	51.4	-10.4	10	20.0	14	57.1	14	85.7	11	72.7	21	71.4	51.4	-1.3
Male	25	32.0	22	50.0	13	53.8	15	60.0	6	-	-	-	25	36.0	22	36.4	13	76.9	15	60.0	6	-	-	-
African American	7	-	8	-	7	-	1	-	6	-	-	-	7	-	8	-	7	-	1	-	6	-	-	-
Asian**	0	-	0	-	3	-	0	-	3	-	-	-	0	-	0	-	3	-	0	-	3	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	18	22.2	23	60.9	13	69.2	18	61.1	13	61.5	39.3	0.4	18	33.3	23	43.5	13	76.9	18	55.6	13	46.2	12.9	-9.4
Indochinese**	4	-	0	-	3	-	4	-	-	-	-	-	4	-	0	-	3	-	4	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	2	-	3	-	1	-	2	-	0	-	-	-	2	-	3	-	1	-	2	-	0	-	-	-
Multiracial	3	-	2	-	0	-	1	-	4	-	-	-	3	-	2	-	0	-	1	-	4	-	-	-
English Learner	9	-	10	30.0	4	-	10	50.0	5	-	-	-	9	-	10	50.0	4	-	10	40.0	5	-	-	-
English-Speaking	26	34.6	26	61.5	23	78.3	16	81.3	22	77.3	42.7	-4.0	26	30.8	26	42.3	23	82.6	16	81.3	22	72.7	41.9	-8.6
Reclassified†	1	-	1	-	8	-	5	-	6	-	-	-	1	-	1	-	8	-	5	-	6	-	-	-
Initially Eng. Speaking	25	32.0	25	60.0	15	66.7	11	72.7	16	75.0	43.0	2.3	25	28.0	25	40.0	15	73.3	11	72.7	16	81.3	53.3	8.6
Econ. Disadv.*	35	28.6	31	48.4	24	70.8	23	65.2	25	68.0	39.4	2.8	35	31.4	31	41.9	24	83.3	23	60.9	25	60.0	28.6	-0.9
Non-Econ. Disadv.	0	-	5	-	3	-	3	-	2	-	-	-	0	-	5	-	3	-	3	-	2	-	-	-
Gifted	13	38.5	9	-	6	-	1	-	4	-	-	-	13	46.2	9	-	6	-	1	-	4	-	-	-
Not Gifted	22	22.7	27	44.4	21	71.4	25	68.0	23	69.6	46.9	1.6	22	22.7	27	37.0	21	76.2	25	64.0	23	60.9	38.2	-3.1
With Disabilities	11	9.1	0	-	4	-	4	-	5	-	-	-	11	0.0	5	-	4	-	4	-	5	-	-	-
WO Disabilities	24	37.5	31	61.3	23	73.9	22	81.8	22	86.4	48.9	4.6	24	45.8	31	48.4	23	87.0	22	77.3	22	68.2	22.4	-9.1
Homeless	3	-	7	-	2	-	3	-	5	-	-	-	3	-	7	-	2	-	3	-	5	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	1	-	1	-	-	-	0	-	0	-	2	-	1	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Rolando Park**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	34	38.2	30	36.7	34	23.5	22	68.2	24	66.7	28.5	-1.5	34	17.6	30	30.0	34	41.2	22	77.3	24	54.2	36.6	-23.1
Female	21	38.1	11	45.5	10	10.0	13	76.9	11	72.7	34.6	-4.2	21	9.5	11	18.2	10	30.0	13	69.2	11	54.5	45.0	-14.7
Male	13	38.5	19	31.6	24	29.2	9	-	13	61.5	23.0	-	13	30.8	19	36.8	24	45.8	9	-	13	53.8	23.0	-
African American	3	-	6	-	8	-	6	-	1	-	-	-	3	-	6	-	8	-	6	-	1	-	-	-
Asian**	0	-	0	-	0	-	3	-	4	-	-	-	0	-	0	-	0	-	3	-	4	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	26	42.3	18	38.9	19	21.1	10	60.0	16	75.0	32.7	15.0	26	15.4	18	33.3	19	36.8	10	60.0	16	50.0	34.6	-10.0
Indochinese**	0	-	1	-	1	-	2	-	-	-	-	-	0	-	1	-	1	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	1	-	3	-	1	-	2	-	-	-	2	-	1	-	3	-	1	-	2	-	-	-
Multiracial	3	-	3	-	3	-	0	-	1	-	-	-	3	-	3	-	3	-	0	-	1	-	-	-
English Learner	7	-	8	-	2	-	5	-	8	-	-	-	7	-	8	-	2	-	5	-	8	-	-	-
English-Speaking	27	48.1	22	31.8	32	25.0	17	76.5	16	87.5	39.4	11.0	27	18.5	22	27.3	32	43.8	17	82.4	16	62.5	44.0	-19.9
Reclassified†	5	-	1	-	8	-	7	-	6	-	-	-	5	-	1	-	8	-	7	-	6	-	-	-
Initially Eng. Speaking	22	36.4	21	28.6	24	25.0	10	60.0	10	80.0	43.6	20.0	22	13.6	21	23.8	24	45.8	10	70.0	10	50.0	36.4	-20.0
Econ. Disadv.*	34	38.2	28	39.3	32	21.9	22	68.2	20	65.0	26.8	-3.2	34	17.6	28	28.6	32	40.6	22	77.3	20	45.0	27.4	-32.3
Non-Econ. Disadv.	0	-	10	60.0	2	-	6	-	4	-	-	-	0	-	2	-	2	-	6	-	4	-	-	-
Gifted	6	-	11	45.5	8	-	6	-	1	-	-	-	6	-	11	54.5	8	-	6	-	1	-	-	-
Not Gifted	28	32.1	19	31.6	26	19.2	16	56.3	23	65.2	33.1	8.9	28	14.3	19	15.8	26	26.9	16	75.0	23	52.2	37.9	-22.8
With Disabilities	7	-	0	-	17	11.8	4	-	5	-	-	-	7	-	8	-	17	11.8	4	-	5	-	-	-
WO Disabilities	27	44.4	22	50.0	30	26.7	18	77.8	19	84.2	39.8	6.4	27	22.2	22	36.4	30	46.7	18	77.8	19	63.2	41.0	-14.6
Homeless	6	-	16	25.0	7	-	2	-	4	-	-	-	6	-	3	-	7	-	2	-	4	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Rolando Park**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	31	29.0	26	46.2	30	33.3	30	43.3	22	63.6	34.6	20.3	30	16.7	26	19.2	30	16.7	30	36.7	22	54.5	37.8	17.8
Female	11	45.5	15	53.3	10	50.0	10	50.0	13	76.9	31.4	26.9	11	18.2	15	20.0	10	10.0	10	30.0	13	38.5	20.3	8.5
Male	20	20.0	11	36.4	20	25.0	20	40.0	9	-	-	-	19	15.8	11	18.2	20	20.0	20	40.0	9	-	-	-
African American	4	-	3	-	8	-	5	-	6	-	-	-	3	-	3	-	8	-	5	-	6	-	-	-
Asian**	0	-	0	-	0	-	0	-	5	-	-	-	0	-	0	-	0	-	0	-	5	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	19	21.1	16	56.3	16	31.3	18	44.4	10	40.0	18.9	-4.4	19	5.3	16	31.3	16	25.0	18	33.3	10	40.0	34.7	6.7
Indochinese**	3	-	0	-	1	-	1	-	-	-	-	-	3	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	3	-	1	-	4	-	1	-	-	-	2	-	3	-	1	-	4	-	1	-	-	-
Multiracial	2	-	4	-	3	-	2	-	0	-	-	-	2	-	4	-	3	-	2	-	0	-	-	-
English Learner	4	-	4	-	2	-	2	-	2	-	-	-	4	-	4	-	2	-	2	-	2	-	-	-
English-Speaking	27	33.3	22	54.5	28	35.7	28	46.4	20	70.0	36.7	23.6	26	19.2	22	22.7	28	17.9	28	39.3	20	60.0	40.8	20.7
Reclassified†	10	40.0	3	-	8	-	6	-	10	60.0	20.0	-	10	10.0	3	-	8	-	6	-	10	70.0	60.0	-
Initially Eng. Speaking	17	29.4	19	47.4	20	35.0	22	50.0	10	80.0	50.6	30.0	16	25.0	19	21.1	20	15.0	22	45.5	10	50.0	25.0	4.5
Econ. Disadv.*	31	29.0	23	43.5	24	33.3	27	40.7	21	61.9	32.9	21.2	30	16.7	23	21.7	24	16.7	27	33.3	21	57.1	40.4	23.8
Non-Econ. Disadv.	0	-	3	-	6	-	3	-	1	-	-	-	0	-	3	-	6	-	3	-	1	-	-	-
Gifted	6	-	6	-	11	45.5	6	-	6	-	-	-	6	-	6	-	11	36.4	6	-	6	-	-	-
Not Gifted	25	20.0	20	40.0	19	26.3	24	37.5	16	56.3	36.3	18.8	24	4.2	20	5.0	19	5.3	24	37.5	16	56.3	52.1	18.8
With Disabilities	6	-	0	-	17	11.8	3	-	5	-	-	-	6	-	3	-	17	11.8	3	-	5	-	-	-
WO Disabilities	25	36.0	23	52.2	21	47.6	27	48.1	17	64.7	28.7	16.6	24	20.8	23	21.7	21	23.8	27	40.7	17	58.8	38.0	18.1
Homeless	3	-	6	-	13	15.4	6	-	4	-	-	-	3	-	6	-	13	30.8	6	-	4	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	1	-	1	-	-	-	2	-	0	-	0	-	1	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

## ACHIEVEMENT

**APPENDIX E****2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES**

**SCHOOL NAME: ROLANDO PARK ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Rolando Park Elementary will strategically utilize our Guidance Counselor (GC), as well as our Guidance Assistant (GA) to notify students when they begin to approach chronically absent levels (2 or more absences / month). This strategic plan will also include our School Clerk to monitor chronically absent students and inform the Principal, GC, and GA of these absences. Also, RPE has developed monthly attendance incentives for students who have perfect attendance as well as taking part in Councilwoman Shirley Weber's Perfect Attendance Awards at SeaWorld. RPE also funds an Americorps mentor to help grades 3-5 with Attendance, Behavior, and Academics.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst – Unfilled Position	0.20000	\$8,030.25	09800-2404	Guidance Assistant helps directly with attendance.	When staffed with a good GA this position is very effective. Counselor work is supplemented by the GA, student groups are formed and worked with by GA, and non-duty support is assisted all for the purpose of supporting students.	Because it is a small position (timewise) – when paired with the District allocation it is only a .40 position, we have difficulty staffing it, and keeping a staff member in place.	Work with HR to find qualified candidates. Talk to parents who might be interested in becoming qualified to fill the position.

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Resource teacher to work with students who need extra assistance in small reading groups. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be engaged in an ELA coaching cycle with 3 of our classrooms (grades: 2, & 3). Principal walkthroughs and PLC planning with teachers to assure that reading is kept in the foreground of our instruction. Close adherence to the CA Core ELA Content Standards throughout the entire school year to keep our students on track to meet standards.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	0.14000	\$18,449.68	09800-1109	Support closing the achievement gap in ELA and Math	Resource teacher works closely with principal, teachers, and students to design effective interventions for students who are identified as needing extra assistance.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

RPE has allocated funds to purchase instructional supplies as this is an integral part of teaching and learning in order to make sure that we are maximizing instructional time to help close the achievement gap, as well as to provide for quality professional development.

RPE has also purchased software licenses for both Reading Eggs and Study Island. These programs are from Edmentum and they help our students with respect to enhancing their reading skills: decoding, comprehension, and inferring.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$2,675.00	09800-4301	Support teachers in closing the achievement gap.	Supplies are necessary for the on-going daily operations of our school site. Study Island for grades 3-5, and Reading Eggs for grades TK-2 have been effective in helping RPE to close the achievement gap.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Resource teacher to work with students who need extra assistance in small math circles. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be utilizing strategies from a past Math Coaching Cycle and continuing on this work, especially in primary grades. Principal walkthroughs and PLC planning with teachers to assure that reaching mathematics goals is kept in the foreground of our instruction. Close adherence to the CA Core Math Content Standards throughout the entire school year to keep our students on track to meet standards.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	09800-1109	Support closing the achievement gap in ELA and Math	Resource teacher works closely with principal, teachers, and students to design effective interventions for students who are identified as needing extra assistance.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

RPE has allocated funds to purchase instructional supplies as this is an integral part of teaching and learning in order to make sure that we are maximizing instructional time to help close the achievement gap, as well as to provide for quality professional development. ST Math is also an integral part of our classroom mathematics routines.

RPE has also purchased software licenses for Study Island. This program is from Edmentum and it helps our students with respect to enhancing their mathematics skills: computation, problem solving, all in CA Core Content Standards.

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

Analysis:



## Rolando Park Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Support teachers in closing the achievement gap.	Supplies are necessary for the on-going daily operations of our school site. Study Island for grades 3-5, is closely aligned with CA Core Content Standards and has been effective in helping RPE to close the achievement gap.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Half-Time Resource Teacher (RT) will continue to support and collaborate with classroom teachers to help improve teacher effectiveness. RT assists in all areas of support for Rolando Park's English Learner students. This is done via close collaboration with teachers in planning and implementing differentiated instruction and multi-tiered levels of support.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	09800-1109	Support closing the achievement gap in ELA and Math as well as with EL students.	Resource teacher is also EL support coordinator for RPE. RT collaborates with teachers and with District EL Instructional support coach to support and work to reclassify RPE English Learner students. The close coordination and planning has been an effective reason why this has been successful in RPE reclassifying our EL population.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Resource teacher to work with students who need extra assistance in small reading groups. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be engaged in an ELA coaching cycle with 3 of our classrooms (grades: 2, 3, & 4). Principal walkthroughs and PLC planning with teachers to assure that reading is kept in the foreground of our instruction. Close adherence to the CA Core ELA Content Standards throughout the entire school year to keep our students on track to meet standards.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	09800-1109	Conduct small reading groups for students performing below grade level.	Resource teacher works closely with principal, teachers, and students to design effective interventions for students who are identified as needing extra assistance.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

**SCHOOL NAME: ROLANDO PARK ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Rolando Park Elementary will strategically utilize our Guidance Counselor (GC), as well as our Guidance Assistant (GA) to notify students when they begin to approach chronically absent levels (2 or more absences / month). This strategic plan will also include our School Clerk to monitor chronically absent students and inform the Principal, GC, and GA of these absences. Also, RPE has developed monthly attendance incentives for students who have perfect attendance as well as taking part in Councilwoman Shirley Weber's Perfect Attendance Awards at SeaWorld. RPE also funds an Americorps mentor to help grades 3-5 with Attendance, Behavior, and Academics.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Consultants <=\$25K		\$7,000.00	30106-5801	Americorp mentor helps grades 3-5 with Attendance, Behavior, and Academics	Student support in classrooms, in the mentor's office and on the playground has been very effective for our students. The reason it is effective is because the extra support for students is always needed, and helpful.	Nothing about this position has been ineffective. This is our 3 <sup>rd</sup> year with the program and we wish to continue it.	Keep working with SDCOE / Ameripass to find good, caring, qualified mentors for our school.

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Resource teacher to work with students who need extra assistance in small reading groups. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be engaged in an ELA coaching cycle with 3 of our classrooms (grades: 2, 3, & 4). Principal walkthroughs and PLC planning with teachers to assure that reading is kept in the foreground of our instruction. Close adherence to the CA Core ELA Content Standards throughout the entire school year to keep our students on track to meet standards.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	0.36000	\$47,442.07	30100-1109	Support closing the achievement gap in ELA and Math	Resource teacher works closely with principal, teachers, and students to design effective interventions for students who are identified as needing extra assistance.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.
Consultants <=\$25K	--	--	30106-5801	Support closing the achievement gap in ELA and Math	Mentor works exclusively with grade 3-5 students for academic, behavioral, and attendance support.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

RPE has allocated funds to purchase instructional supplies as this is an integral part of teaching and learning in order to make sure that we are maximizing instructional time to help close the achievement gap, as well as to provide for quality professional development.

## Rolando Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

RPE has also purchased software licenses for both Reading Eggs and Study Island. These programs are from Edmentum and they help our students with respect to enhancing their reading skills: decoding, comprehension, and inferring.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$3,837.00	30100-4301	Support teachers in closing the achievement gap.	Supplies are necessary for the on-going daily operations of our school site. Study Island for grades 3-5, and Reading Eggs for grades TK-2 have been effective in helping RPE to close the achievement gap.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

Teachers will meet in full-day Professional Learning Community (PLC) meetings to work on improving instructional practices such as: Lesson design & studies, curriculum planning, and academic reading to further enhance teachers' knowledge base. When these meetings are held it is essential to have visiting teachers to support our students in classrooms so our existing teachers can be released from classroom instruction.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
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## Rolando Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						<b>(ineffective) &amp; why?</b>	<b>evaluation results.</b>
Prof&Curriclm Dev Vist Tchr		\$13,422.20	30106-1192	Funds to pay for Visiting Teachers for PLC planning	Teacher planning days are essential for effective lesson planning, assessment development & planning, and for overall teacher camaraderie. RPE's teams plan together for the success of our students and this time is also used as a team-building time so that all teachers value and respect the work that we do on behalf of our students and our community.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

### Goal 3 - Mathematics

#### Strategy/Activity 1

##### \*Strategy/Activity - Description

Resource teacher to work with students who need extra assistance in small math circles. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be utilizing strategies from a past Math Coaching Cycle and continuing on this work, especially in primary grades. Principal walkthroughs and PLC planning with teachers to assure that reaching mathematics goals is kept in the foreground of our instruction. Close adherence to the CA Core Math Content Standards throughout the entire school year to keep our students on track to meet standards.

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

##### Analysis:

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

##### Description:

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

## Rolando Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	30100-1109	Support closing the achievement gap in ELA and Math	Resource teacher works closely with principal, teachers, and students to design effective interventions for students who are identified as needing extra assistance.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

### Strategy/Activity 2

**\*Strategy/Activity - Description**

RPE has allocated funds to purchase instructional supplies as this is an integral part of teaching and learning in order to make sure that we are maximizing instructional time to help close the achievement gap, as well as to provide for quality professional development. ST Math is also an integral part of our classroom mathematics routines.

RPE has also purchased software licenses for Study Island. This program is from Edmentum and it helps our students with respect to enhancing their mathematics skills: computation, problem solving, all in CA Core Content Standards.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Support teachers in closing the achievement gap.	Supplies are necessary for the on-going daily operations of our school site. Study Island for grades 3-5, is closely aligned with CA Core Content Standards	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.



## Rolando Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					and has been effective in helping RPE to close the achievement gap.		
Note/Reminders (optional):							
<b>Strategy/Activity 3</b>							
<b>*Strategy/Activity - Description</b>							
Teachers will meet in full-day Professional Learning Community (PLC) meetings to work on improving instructional practices, such as: Lesson design & studies, curriculum planning, and academic reading to further enhance teachers' knowledge base. When these meetings are held, it is essential to have visiting teachers to support our students in classrooms so our existing teachers can be released from classroom instruction.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Funds to pay for Visiting Teachers for PLC planning	Teacher planning days are essential for effective lesson planning, assessment development & planning, and for overall teacher camaraderie. RPE's teams plan together for the success of our students and this time is also used as a team-building time so that all teachers value and respect the work that we do on behalf of our students and our community.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.
Note/Reminders (optional):							

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Half-Time Resource Teacher (RT) will continue to support and collaborate with classroom teachers to help improve teacher effectiveness. RT assists in all areas of support for Rolando Park's English Learner students. This is done via close collaboration with teachers in planning and implementing differentiated instruction and multi-tiered levels of support.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	30100-1109	Support closing the achievement gap in ELA and Math as well as with EL students.	Resource teacher is also EL support coordinator for RPE. RT collaborates with teachers and with District EL Instructional support coach to support and work to reclassify RPE English Learner students. The close coordination and planning has been an effective reason why this has been successful in RPE reclassifying our EL population.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Rolando Park will continue to review and monitor sign-in sheets, send home and increase utilization of flyers & messages, and continue the use of School Messenger to notify parents & community members of parent involvement opportunities. PeachJar, Facebook, and Twitter have all been implemented to keep our families informed of school happenings. Teachers and counselor will meet multiple times per year to analyze student progress using site developed criteria. Families are contacted quarterly based on progress via student report cards. Administration will identify specific audience and track attendance.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		\$1,062.00	30103-4304	Purchase light refreshments to build community with parent meetings and presentations.	This expenditure works for our parent activities: Family Fridays, Parent Classes, Parent Volunteers for our Farmers Market, etc...	This program has been effective at RPE and helps with parent / volunteer moral.	No modifications at this time.
Supplies		\$4,278.00	30106-4301	Flyers and other methods of communication between school staff and parents to monitor parent participation.	Supplies are necessary for the on-going daily operations of our school site. RPE's PTA uses these supplies to reach out to the Rolando Park Community.	This program has been effective at RPE and helps with parent / volunteer moral.	No modifications at this time.

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Resource teacher to work with students who need extra assistance in small reading groups. An Americorps mentor to work with grades 3-5 on all academic subjects. RPE will be engaged in an ELA coaching cycle with 3 of our classrooms (grades: 2, & 3). Principal walkthroughs and PLC planning with teachers to assure that reading is kept in the foreground of our instruction. Close adherence to the CA Core ELA Content Standards throughout the entire school year to keep our students on track to meet standards.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	--	--	30100-1109	Conduct small reading groups for students performing below grade level.	Resource teacher works closely with principal, teachers, and students to design effective interventions for students who are identified as needing extra assistance.	This program has been effective for the students at Rolando Park Elementary.	No modifications at this time.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?