THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT ROSS ELEMENTARY SCHOOL

2020-21

37-68338-6040109
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: Cruz, Rosemary
Contact Person: Cruz, Rosemary
Position: Principal
Telephone Number: (858) 800-5800;
Address: 7470 Bagdad St, Ross Elementary, San Diego, CA, 92111-4317,
E-mail Address: rcruz1@sandi.net

The following items are included:

☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent & Family Engagement Policy
☒ School Parent Compact

Board Approval: *12/15/2020*

San Diego Unified SCHOOL DISTRICT

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: Ross Elementary

DUE: October 5, 2020

Site Contact Person: Rosemary Cruz

Phone: (858) 800-5800 **Fax:** (858) 634-4484 **E-mail Address: rcruz1@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:

☒ English Learner Advisory Committee (ELAC)	Date of presentation: Oct. 1, 2020
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:
☒ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: Oct. 1, 2020
☒ Site Governance Team (SGT)	Date of presentation: Oct. 1, 2020
☒ Other (list): Staff	Date of presentation: Oct. 1, 2020

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: Oct. 1, 2020

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.

Rosemary Cruz	/Rosemary Cruz/ Oct. 5, 2020
Type/Print Name of School Principal	Signature of School Principal / Date
Tim Leininger	/Tim Leininger/ Oct. 5, 2020
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
in progress	in progress
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Christina Casillas	Christina Casillas 10/15/20
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program and as a ATSI school. Title I funds will be used to support all students' academic needs. The staff at Ross Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Ross work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based.

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)

At Ross, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meetings opportunities to dialogue and to solicit input. These included SSC, SGT, PTO, and staff meetings held throughout the year.
January 29, 2019 - Staff Meeting to discuss and review budget
August 21, 2019 - Staff met to analyze CAASP data
September 9, 2019 - TK-2 PLC (DRA)
September 10, 2019 - Grades 3-5 PLC (DRA)
October 1, 2019 - SSC Meeting and review of goals and data, School Parent Compact and Parent Involvement Policy
October 14, 2019 - Title I meeting, School - Home Compact, Parent Involvement Policy
Sept. 24, 2020 - Staff meeting to review assessments, goals and monitoring
Oct. 1, 2020 - Staff Meeting
Oct 1, 2020 - SSC input on SPSA, review and approval of goals
Oct. 7, 2020- Title I Meeting - School Parent Compact and Parent & Family Engagement Policy

RESOURCE INEQUITIES

We received notification, January 2020, that Ross had been identified as an Additional Targeted Support and Improvement (ATSI) school. According to the California School Dashboard, we had students groups for two consecutive years that had red indicators and/or orange indicators. Our Suspension Rate for Students w/Disabilities in 2018 increased to by 3% to 7.5% from the previous year as well as our Hispanic group from 1% to 4.9%. In 2019, the Suspension Rate for Students w/Disabilities has increased by 3.6% to 11.1% with a decrease in our Hispanic group by 1%. Our Socioeconomically Disadvantage group has maintained at 4.5%. Our Absenteeism Indicator shows that our Socioeconomically Disadvantaged students has increased from 2018 from 13.5% to 14.6% as well as our Hispanic (12% to 16.4% from 2017 to 2019) and Asian from 4.4% to 8%.

In English Language Arts the Dashboard data showed in 2017 that overall we were 29.7 points below the standard with our English Learners (36.8 points below), Hispanic 46.9 points below), and Socioeconomically Disadvantaged (32.2 points below) performing in the Orange. In 2018, we remained in Orange with overall 32.4% overall in ELA. Our Hispanic subgroup 50.3 points below standard), Socioeconomically Disadvantaged (33.8 points below), and English Learners at(34.2 below) increasing by 3.9 points. According to our data in 2019, we have moved into the Yellow indicator with 12.6 points below standard. This is an increase of 19.8-point from last year. Our English Learners increase by 16 points from the previous year, Hispanic increased by 12 points, and Seriocomically Disadvantaged increased by 13.4 points.

In Math, the Dashboard showed in 2017 that overall we were 34.2 points below standard with our English Learners in the Orange with 43 points below standard, Hispanic at 55 points below standard and our Socioeconomically Disadvantaged at 38.7 points below standard. In 2018, our overall was 38.4 points below standard declining by 4.2 points from the previous year. Our English Learners were performed 40 points below standard, Hispanic 53.7 points, and Socioeconomically Disadvantage maintained at 38.8 points indicating a plateau in progress. In 2019, our overall indicator is now green with an increase of 20.2 points. Our English Learners have increased by 16.9 points putting them in the green indicator, Hispanic students have increased by 6 points in yellow, and Socioeconomically Disadvantage has increased 13.2 points in yellow zone.

Ross' root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2019-2020 SPSA. The school's overall data for 2017 indicates 38.3% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, 44% of 3rd-5thgrade students met or exceeded grade level standards in ELA. There was a gain of 5.7% in the area of ELA from 2017-2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates there is an achievement gap with students who are socioeconomically disadvantaged. Over 80% of Ross' student population is considered socioeconomically disadvantaged. In Math, the school's overall data for 2017 indicates 31.3% of 3rd-5th grade students met or exceeded standards in Math. The overall school data indicates a 9.7% increase to 2018 with 41% of 3rd-5thgrade students meeting or exceeding grade level standards. To support student progress in ELA and Math, professional development will focus on studying and gaining an in depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening tier 1 instruction by planning and assessing students in student-centered cycles, utilizing common assessments, analyzing in grade level teams, and planning instruction around students with disabilities and ELs. The Mild/Moderate teacher and school counselor will also be part of the monitoring process. Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates. The school counselor will work with students and families in providing needed supports and will work collaboratively with the principal, office staff, para-educators and certificated staff to monitor attendance and social emotional needs. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS and our Leader in Me focus to cultivate a positive school culture

for all stakeholders. This goal will also be in conjunction with Goal 6, Supporting Black Youth and in our development of an anti-racist and restorative school community. We will be at baseline in meeting the needs of our Black or African American students.

We continued to allocate funding to guidance assistants in the 2017 and 2018 school years finding minimal growth in Absenteeism, Suspension, progress in English Language Arts and Math. With our decrease in enrollment and funding, our SSC agreed to eliminate the guidance assistant position, allocated more funds for Visiting Teachers for teachers to attend Professional Development and Student-Centered Cycles, and continued the allocation for our school counselor and library assistant. As reported above our largest growth was between 2018 and 2019, during the time that our teachers were involved in Student-Centered cycles and release time for PLCs for analyzing data, planning, and monitoring student progress. We continued to fund our school counselor and library assistant with revised strategies and activities. Our library assistant has continued maintaining our library in supporting students and teachers on supportive reading materials, projects, and support in the classroom with our Kindergarten class. Our school counselor also started work with a district anti-bullying program, Ally Action Team and is now part of the Leadership Team on our Integrated Multi - Tiered Support Systems with Cohort 2 in our district. The counselor also works closely with students in lunch bunches, small groups as well as one on one. She also works with our School Connection team on absences and suspensions and available for parent consultations.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Tim Leininger	Classroom Teacher
Elena Knorr	Parent
Rosemary Cruz	Principal
Christine Harris	Classroom Teacher
Keith Miller	Parent
Alejadra Garcia	Parent
Jamiee Schwann	Classroom Teacher
Lisa Gilbertson	Other School Representative
Joanna Miller	Parent
Monique McThompson	Community Member

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.

According to the California Dashboard for 2019, Chronic Absenteeism overall is13.3% for All Students. This is a decline of .9% from 2018.
Hispanic = 16.4% increased .5% from 2018
Socioeconomically Disadvantaged students = 14.6% (Over 80% of Ross' student population is considered socioeconomically disadvantaged) increased 1.1% from 2018
Students with Disabilities = 17.1% increased 6.6% from 2018
Asian = 8.8% increased 4.4% from 2018
Black or African American = Small number from 2019, will determine baseline 2020
There has been a decline overall, more work must be done with our subgroups to improve absenteeism.
According to the California Dashboard, 3.9% of ALL Students was suspended at least once. This is a decline of .6% from 2018.
Suspension Rates (subgroups):
English Learners= 1.1% declined 2% from 2018
Hispanic students= 4.3% declined .7% from 2018
Students with Disabilities= 11.1% increased 3.6% from 2018
Socioeconomically Disadvantaged students= 4.4% (Over 87% of Ross' student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.) maintained .1% from 2018
Back or African American = Small number 2018, will determine baseline 2020
Overall, there has been a decline in the number of suspensions and increase in the specific subgroup of Students with Disabilities.

***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 budgeted expenditure will remain the same. This strategies and activities will also be tied new Goal 7 Supporting Black Youth.

***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.

Much of the activities and strategies in creating a safe, collaborative, and inclusive culture will also support Goal 6 in developing an anti-racist and restorative school community. Our school counselor will also be part of the leadership team for Integrated Multi-Tiered System of Supports (I-MTSS) in which we are part of Cohort 2. We will be problem solving and making decisions as an integrated team to include parents, teachers, Ed specialist, para educators, and itinerant specialist.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	14%	12%	Attendance	Trimester
June 2021	TK-5	Increase the average reporting Student Meaningful/Participation at School ("yes, most of the time")	41%	51%	CAL-SCHLS (CHKS)	Annually
June 2021	TK-5	Increase the average parent involvement rate("strongly agree" in each of the 4 indicators)	39%	49%	CAL-SCHLS (CSPS)	Annually
June 2021	TK-5	Decrease the overall school wide suspension rate	3.9%	3%	Suspension	Trimester

***Identified Need**

According to the California Dashboard, overall 13.3% for All Students. This is a decline of .9% from 2018.

Chronic Absenteeism Rates (subgroups)

Hispanic = 16.4% increased .5% from 2018

Socioeconomically Disadvantaged students = 14.6% (Over 80% of Ross' student population is considered socioeconomically disadvantaged) increased 1.1% from 2018

Students with Disabilities = 17.1% increased 6.6% from 2018

Asian = 8.8% increased 4.4% from 2018

According to the California Dashboard, 3.9% of ALL Students was suspended at least once. This is a decline of .6% from 2018.

Suspension Rates (subgroups):

English Learners= 1.1% declined 2% from 2018

Hispanic students= 4.3% declined .7% from 2018

Students with Disabilities= 11.1% increased 3.6% from 2018

Socioeconomically Disadvantaged students= 4.4% (Over 87% of Ross' student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.) maintained .1% from 2018

Parent Involvement (indicators)

-School allows input and welcomes parents' contributions = 42%

-School encourages me to be an active partner with the school in educating my child = 42%

-School actively seeks the input of parents before making important decisions = 28%

-Parents feel welcome to participate at this school = 44%

According to the 2018 California Healthy Kids Survey, the average student meaningful participation at school is 41% (with the response of yes, most of the time or yes, all of the time in each of the indicators (see below). 39 students of 42 5th graders completed the survey (as of June 2019).

Student Meaningful Participation at School

- Are you given a chance to help decide school activities or rules? = 9%
- Do the teachers and other grown-ups at school ask you about your ideas? = 22%
- Do the teachers and other grown-ups give you a chance to solve school problems? = 23%
- Do you get to do interesting activities at school? = 32%

***Online Learning Implications**

-Tier 1 - Classroom Teachers will be required to take attendance daily in Power School. 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.

-Tier 2 - School Leaders and Counselors 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.

-Tier 3 - The District'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.
-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 and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
-Schools will continue wellness efforts via school wellness coordinators.
-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.
-Social-Emotional Learning and Restorative Justice Practices

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	16.4%	12%	Attendance	Bi-Weekly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	17.1%	5%	Attendance	Bi-Weekly
June 2021	TK-5	Students with Disabilities	Decrease suspension rate	11.1%	4%	Suspension	Trimester
June 2021	TK-5	Hispanic or Latino	Decrease suspension rate	4.3%	2.5%	Suspension	Trimester
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease suspension rate	4.5%	2%	Suspension	Trimester
June 2021	TK-5	English Learner	Decrease suspension rate	3.1%	2.1%	Suspension	Trimester
June 2021	TK-5	Asian	Decrease suspension rate	2%	1%	Suspension	Trimester
June 2021	TK-5	Asian	Decrease chronic absenteeism	8.8%	5%	Attendance	Bi-Weekly
June 2021	TK-5	Black or African American	Decrease suspension rate	* Small group size	0%	Suspension	Trimester
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	14.6%	2%	Attendance	Bi-Weekly
June 2021	TK-5	Black or African American	Decrease chronic absenteeism	* Small group size	0%	Attendance	Bi-Weekly

Counselor Support

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

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism,** specifically the following subgroups: Hispanic, English Learners, Black and African American and Students with disabilities.
All students at the school will benefit from this strategy/activity in the area of **Suspensions,** specifically the following subgroups: Students with disabilities, Black or African American, Socioeconomically disadvantage, Hispanic or Latino, English Learners, and Asian
All students at the school will benefit from this strategy/activity in the area of **Meaningful Participation at School,** specifically our 5th grade students.

***Strategy/Activity - Description**

The School Counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. The counselor will be part of the leadership team in Cohort 2 of the I-MTSS working collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspensions.
The School Counselor will also oversee programs and supports needed in creating an anti-racist and restorative school culture. This will include the Leader in Me, Second Step (bully prevention program, Student Council, Ally Action Team, student assemblies, and national recognition days.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F024714	School Counselor	0.30000	$26,121.60	$39,055.92	0247-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Oversees character and leadership program
F024715	School Counselor	0.10000	$8,707.20	$13,018.62	0247-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			Works in classrooms on social/emotional learning, restorative practices, and bullying prevention. Meets with individual and small groups. Works closely with the needs of families.

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.

Resources were allocated to fund the following:
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.
Library Assistant organizes and provides reading resources for students and teachers to achieve reading targets and goals. Also supports the literacy program through Read Alouds, instruction on research and resources.
Allocation to supplies provided necessary resources and tools such as magazine subscriptions (Scholastic), pencils, paper, notebooks, chart paper, etc. for learning.
Field trips provided experiences in the community relevant to classroom learning.

***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.

We completed second student-centered cycles in ELLA and a 2-week mini-cycle in Math. Teachers completed 3/4 of the DELD cycle before Distance Learning started. Focus students were assessed, data analyzed, and collaborative plans for instruction were completed for Tier 1, Tier 2 and Tier 3. Due to decreased enrollment and decrease in allocated teachers, library assistant time was reallocated to support students according to needs.

***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.

Visiting teachers will be provided to release all classroom teachers to include Mild/Mod teacher to work collaboratively with grade levels and the principal to continue student-centered cycles. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student w/disabilities with planning around Tier 1, Tier 2, and Tier 3 strategies. Teachers will be released to attend workshops to support needed professional development. Library assistant will be included to support students in the classroom within coordinated learning cycles.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards	43%	53%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	37%	47%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	50%	60%	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	40%	50%	CAASPP ELA	Annually
June 2021	3-5	Increase the number of students on the FAST aReading scoring at College Pathway	* Begin Baseline from Fall 2020	* Base on Fall 2020 data	FAST aReading	Triennially

***Identified Need**

The school's overall data for 2017 school year indicates 36.4% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 38.3% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight gain of 1.9% in the area of ELA from 2017 to 2018. In the 2019 school year, the data indicates 44% of 3rd-5th grade students met or exceeded grade level standards in ELA. This was a 5.7% gain. Based on the data, we need to continue focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates there is an achievement gap with students who are socioeconomically disadvantaged. Over 79% of Ross' student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening Tier 1, 2, and Tier 3 instruction by threading learning goals, targets throughout the literacy block, and planning around the release of responsibility throughout the school year.

***Online Learning Implications**

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards	0%	10%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	17%	27%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards	14%	24%	CAASPP ELA	Annually
June 2021	4	Students with	Increase the percentage of students	33%	43%	CAASPP ELA	Annually

		Disabilities	meeting and exceeding grade level standards				
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	22%	32%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding standards	17%	27%	CAASPP ELA	Annually
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding standards	*Small group size	*Will determine growth	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth target from Fall 2020 data	FAST aReading	Triennially
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth target from Fall 2020 data	FAST aReading	Triennially
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth target from Fall 2020 data	FAST aReading	Triennially
June 2021	4	English Learner	Increase percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth target from Fall 2020 data	FAST aReading	Triennially
June 2021	4	Students with Disabilities	Increase percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth target from Fall 2020 data	FAST aReading	Triennially
June 2021	4	Black or African American	Increase percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth target from Fall 2020 data	FAST aReading	Triennially
June 2021	5	Black or African American	Increase the percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth target from Fall 2020 data	FAST aReading	Triennially
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth from Fall 2020 data	FAST aReading	Triennially
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding standards	*Determine baseline Fall 2020	*Determine growth from Fall 2020 data	FAST aReading	Triennially

ELA Supports

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically in the following subgroups: English Learners, Students with disabilities, and Black or African American.

***Strategy/Activity - Description**

Library Assistant organizes and provides reading resources for students and teachers to achieve reading targets and goals. Also supports the literacy program through Read Alouds, instruction on research and resources. Library assistant will also be included to support students in the classroom within coordinated learning cycles in ELA and Math as determined by PLCs.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F024717	Library Asst	0.17501	$5,059.19	$6,742.38	0247-30100-00-2231-2420-1110-01000-0000	Title I Basic Program			Support ELA by providing resources for students for research projects, author studies, and in reaching learning goals and targets set forth by teachers

Professional Learning Communities

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, Students with disabilities, Black or African American, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Visiting teachers will be provided to release all classroom teachers to include Mild/Mod teacher to work collaboratively with grade levels and the principal to continue student-centered cycles. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student w/disabilities, Black or African American students with planning around Tier 1, Tier 2, and Tier 3 strategies. This will include lesson design, lesson studies, and cross-classroom visits. All classroom teachers and Mild/Moderate teachers will have opportunities to plan and develop lessons around co-teaching models. Teachers will be released to attend workshops to support needed professional development.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02472D	Prof&Curriclm Dev Vist Tchr		$5,431.00	$6,641.57	0247-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Support closing the achievement gap by providing teachers time in PLCs, Professional Development and workshops
N02478K	Prof&Curriclm Dev Vist Tchr		$4,900.00	$5,992.21	0247-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support closing the achievement gap by providing time for teachers for PLCs, Professional Development, and workshops

Instructional Supports

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, Students with disabilities, Black or African American, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Essential materials and tools are needed for teaching and learning, such as basic school supplies for students, instructional tools and needs for instruction, and instructional resources such as reading text for independent, shared, and small groups, professional reading, computer software, hardware (such as headphones, microphones, additional screens) and additional supplies approved by SSC.
Paper is essential for instruction and learning for students and teachers and parent communications.
Due to On-Line Learning, resources may be utilized to other categories such as personnel support as approved by SSC.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02472A	Supplies		$9,547.00	$9,547.00	0247-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provides needed materials for teaching and learning
N02474D	Supplies		$4,901.00	$4,901.00	0247-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Provides needed materials for teaching and learning
N02478E	Interprogram Svcs/Paper		$2,000.00	$2,000.00	0247-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Provides for resources for students

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.

Visiting teachers were utilized to release teachers in one shortened cycle in Math which teachers in grades 3 through 5 were involved.

***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.

Visiting teachers were utilized to release teachers in student - centered cycles. We will continue to analyze data, plan, and monitor student progress through our PLCs.

***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.

Visiting teachers will be provided to release all classroom teachers to include Mild/Moderate teacher to work collaboratively with grade levels in continuing student-centered cycles in ELA and Math. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student with disabilities with planning around Tier 1, Tier, 2, and Tier 3 strategies. Teachers will be released to attend professional development in ELA and Math.

*Goal 3 - Mathematics						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	60%	70%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	30%	40%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	31%	41%	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards.	39%	49%	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding	*Begin Baseline from Fall 2020	*Determine targets from Fall data	FAST aMath	Triennially

***Identified Need**

The school's overall data for the 2017 school year indicates 31.3% of 3rd-5th grade students met or exceeded standards in Math. In the 2018 school year, the data indicates 41% of 3rd-5th grade students met or exceeded grade-level standards in Math. There was an increase of 9.7% in the area of Math from 2018. Based on the data, we will continue to focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with socioeconomically disadvantaged students. Over 79% of Ross's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-Standards-Based Grading

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards	22%	32%	CAASPP Math	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	50%	60%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards	14%	24%	CAASPP Math	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	33%	43%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	12%	24%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	0%	10%	CAASPP Math	Annually
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	*Begin baseline from Fall 2020	*Determine targets based on data	FAST aMath	Triennially
June 2021	4	Black or African	Increase the percentage of students meeting and exceeding	*Begin baseline from Fall 2020	*Determine targets based on	FAST aMath	Triennially

		American	grade level standards		data		
June 2021	5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	*Begin baseline from Fall 2020	*Determine target based on data	FAST aMath	Triennially
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	*Begin baseline from Fall 2020	*Determine target based on data	FAST aMath	Triennially
June 2021	4	Students with Disabilities	Increase percentage of students meeting and exceeding grade level standards	*Begin baseline from Fall 2020	*Determine target based on data	FAST aMath	Triennially
June 2021	5	Students with Disabilities	Increase percentage of students meeting or and exceeding grade level standards	*Begin baseline from Fall 2020	*Determine target based on data	FAST aMath	Triennially
June 2021	3	English Learner	Increase percentage of students meeting and exceeding grade level standards	*Begin baseline from Fall 2020	*Determine target based on data	FAST aMath	Triennially
June 2021	4	English Learner	Increase percentage of students meeting and exceeding grade level standards	*Begin baseline from Fall 2020	*Determine target based on data	FAST aMath	Triennially
June 2021	5	English Learner	Increase percentage of students meeting and exceeding grade level standards	*Begin baseline from Fall 2020	*Determine target based on data	FAST aMath	Triennially

Professional Learning Communities

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

Based on the data, we will continue to focus on improving student achievement and closing the achievement gap specifically with our English Learners, and students with disabilities. The data also indicates there is an achievement gap with students who are socioeconomically disadvantaged. We will also include our Black or African American students. Over 79% of Ross' student population is considered socioeconomically disadvantaged.

***Strategy/Activity - Description**

Visiting teachers will be provided to release all classroom teachers to include Mild/Mod teacher to work collaboratively with grade levels and the principal to continue PLCs in ELA and Math. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student w/disabilities with planning around Tier 1, Tier 2, and Tier 3 strategies. Teachers will be released to attend workshops to support needed professional development.

***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				0247-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N02472D	Support closing the achievement gap/professional development
	Prof&Curriclm Dev Vist Tchr				0247-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02478K	Support closing the achievement gap/professional development

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.

Resources were allocated to fund the following:
Guidance Assistant to coordinate ELPAC assessments, EL designations and reclassification, and support classroom teachers with Tier 1 instruction and support students with Tier 2 interventions. Collaboration includes supports in academics, social/emotional, assessments, and support to potential at risk LTELs.

***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.

Due to changes in personnel, support personnel was assigned as ELPAC coordinator and utilized visiting teachers for testing.

***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.

Site para educator has additional responsibilities as EL Coordinator. Additional time has been allocated for training and testing students.

***Integrated English Language Development**

Our focus will include utilizing data for language development and expectations to be utilized throughout the day and integrated in classroom instruction. Classroom walkthroughs and Zoom visits will be conducted to show evidence of integrated ELD and designated ELD.

***Designated English Language Development**

Professional Development will include specific topics for Designated ELD. Our team worked with District Resource Teacher in student-centered cycles and will continue the work. Teachers will meet in PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will adjust lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLC's. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom will dedicate at least 30 minutes on Designated ELD on the daily schedule.

***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 the percentage of students meeting and exceeding grade level standards in ELA	12%	22%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	16%	26%	CAASPP Math	Annually
June 2021	TK-5	English Learner	Increase a minimum of one performance level	No Baseline to changes in the scale score ranges from 17-18	90%	Summative ELPAC	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA utilizing the FAST aReading	*Baseline to be made Fall 2020	*Target to be determined from data	Other (Describe in Objective)	Triennially
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math utilizing the FAST aMath	*Baseline to be made Fall 2020	*Target to be determined from data	Other (Describe in Objective)	Triennially

***Identified Need**

English Learner students make up 48.6% of the overall student population. According to the CA Dashboard, English Learner students are performing 18.2 points below the standards in ELA an increase by 16 points, 23.2 points, and increase of 16.9 points. According to the K-5 Summative ELPAC data there are 22% students performing at Level 4 (well developed), 37% performing at Level 3 (moderately developed), 35% performing at Level 2 (somewhat developed) and 7% performing at Level 1 (beginning stage)

***Online Learning Implications**

-Online professional development modules with iELD (integrated English Language)

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	0%	10%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	14%	24%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	22%	32%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	22%	32%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	14%	24%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	12%	22%	CAASPP Math	Annually
June 2021	2-5	English Learner	Increase the percentage of English Language Learners eligible for reclassification	75%	80%	Summative ELPAC	Annually

English Learner Coordinator

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

All students at the school will benefit from this strategy/activity, specifically English Learner students.

***Strategy/Activity - Description**

The Community aide will provide classroom support for our EL students and provide translation for our parents, assist in organizing ELPAC completion. Para educator has completed training as EL Coordinator and ELPAC administration. Additional time will be allocated, as funding is available to provide classroom supports in Tier 1 and Tier 2 to be determined from PLCs and needs of students.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02473Z	Other Support Prsnl PARAS Hrly		$1,506.00	$1,999.81	0247-09800-00-2281-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC Testing
	Community Asst I				0247-09800-00-2905-2495-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 7 - Family Engagement | Ref Id : F024716	ELPAC Testing, Translation for parents, supporting students

Instructional Supplies

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

All students at the school will benefit from this strategy/activity, specifically English learner students.

***Strategy/Activity - Description**

Supplies may include and not be limited to student texts, professional learning resources, school supplies, licenses and fees, and others as approved by SSC.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0247-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts | Ref Id : N02472A	Provides needed materials, tools for teaching and learning
	Supplies				0247-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts | Ref Id : N02474D	Provides needed materials, tools for teaching and learning

Professional Learning Communities

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

All students at the school will benefit from this strategy/activity, specifically English Learner students

***Strategy/Activity - Description**

Visiting teachers will be provided to release all classroom teachers to include Mild/Mod teacher to work collaboratively with grade levels and the principal to continue PLCs in analyzing data, planning instruction, and monitoring student progress. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student w/disabilities with planning around Tier 1, Tier 2, and Tier 3 strategies. Teachers will be released to attend workshops to support needed professional development.
Visiting teachers will also be utilized as needed to complete ELPAC testing.

***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				0247-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N02472D	Provide opportunity for PLC and Professional Development and workshops in closing the achievement gap
	Prof&Curriclm Dev Vist Tchr				0247-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts | Ref Id : N02478K	Support closing the achievement gap for teachers to work collaboratively in PLCs and Professional Development and workshops

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.

We will continue including the Ed Specialist in Professional Development and PLCs.

***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.

We are now part of Cohort 2 with our district's I-MTSS implementation. The Ed Specialist will play a lead role on our leadership team.

***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.

We will continue this goal as outlined.

*Goal 5- Students with Disabilities						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASP	22%	32%	DRA 2	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASP	28%	38%	DRA 2	Annually

***Identified Need**

According to CAASPP, 28% of students with disabilities in grades 3-5 met or exceeded grade level standards in Math. According to CAASPP, 22% of students with disabilities in grades 3-5 met or exceeded grade level standards in ELA.

***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.).

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASP	17%	27%	Progress Reports on IEP Goals	Annually
June 2021	4	Students with Disabilities	Increase the percentage of	33%	43%	Progress Reports on IEP Goals	Annually

			students meeting and exceeding grade level standards in ELA as measured by CAASP				
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASP	17%	27%	Progress Reports on IEP Goals	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASP	50%	60%	Progress Reports on IEP Goals	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASP	33%	43%	Progress Reports on IEP Goals	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASP	0%	10%	Progress Reports on IEP Goals	Annually

Professional Learning Communities

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

All students will benefit from this activity/strategy, specifically students with disabilities.

***Strategy/Activity - Description**

Mild/Moderate teacher will be part of PLC work with teachers as well as attend Professional Development and workshops. Mild/moderate teacher will also facilitate professional development for para educators who directly support students with disabilities.

***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				0247-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N02472D	Provide opportunity for PLC and Professional Development and workshops in closing the achievement gap for students with disabilities
	Prof&Curriclm Dev Vist Tchr				0247-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02478K	Provide opportunities for PLC and Professional Development and workshops in closing the achievement gap for students with disabilities

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	TK-5	Black youth	Maintain low suspension rates	*Small group size	0%	Suspensions (Classroom and School)	Monthly

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

✓ 1. Beginning in the Fall of 2020, Ross Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
✓ 2. In the 2020-21 school year, Ross will develop and implement a site-specific system for tracking classroom referrals.
✓ 3. Ross 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. Ross 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 goals.
✓ 5. In the 2020-21 school year, Ross will develop and implement a site-specific system for tracking school police detainments.
✓ 6. The staff diversity goal at Ross is to maintain or increase the percentage of diverse educators from the current year to the following year.

***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 number of students in our Black or African American subgroup is not significant for data review in reporting. We will begin our baseline, monitor, and support within this student group.

***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.

Counselor

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

All students will be served by this strategy and activity specifically our Black or African American students and our subgroups; EL and Students w/disabilities.

***Strategy/Activity - Description**

The School Counselor will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. The counselor will be part of the leadership team in Cohort 2 of the I-MTSS working collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspensions.
The School Counselor will also oversee programs and supports needed in creating an anti-racist and restorative school culture. This will include the Leader in Me, Second Step (bully prevention program, Student Council, Ally Action Team, student assemblies, and national recognition days working with students. The counselors will also engage parents during the Principal/School Counselor Chats. Staff will also engage in professional learning and experiences. Representation of staff will also be part of the leadership team in I-MTSS.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0247-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F024714	The counselor will work to change the culture of Ross through anti-racist and RJP.
	School Counselor				0247-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F024715	The counselor will work to change the culture of Ross through anti-racist and RJP.

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.

To increase reading and math achievement, parent support and involvement is encouraged. Literacy workshops were offered in coordination with Literacy Resource teachers and Family Engagement.

***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.

Parents attended workshops and responded positive in the surveys. Indication that parents also needed CCSS Math strategies.

***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.

We have collaborated with Family Engagement to have Reading and Math workshops for students and families. Teachers met with the facilitator to assure alignment with instructional practices. Teachers are communicating importance of attendance and supporting child at home. All staff will work collaboratively to increase parent awareness on the impact of parent involvement and academic achievement.
Due to COVID-19, parent workshops have been offered through Zoom presentations through our Parent Engagement Department.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups	39%	49%	CAL - SCHLS (CSPS)

***Identified Need**

The school community recognizes the importance of safe, supportive, and inclusive school environment and will continue to implement PBIS, Leader in Me, Bullying Prevention school wide to cultivate an anti-racist and restorative school culture.

Parent Involvement (indicators) that include only "Strongly Agree" responses:

-School allows input and welcomes parents' contributions = 42%
-School encourages me to be an active partner with the school in educating my child = 42%
-School actively seeks the input of parents before making important decisions = 28%
-Parents feel welcome to participate at this school = 44%

Parent Involvement (indicators) that include both "Strongly Agree" and "Agree" responses:

-School allows input and welcomes parents' contributions (42% 55% = 97%)
- School encourages me to be active partner in educating my child (42% 52% = 94%)
-School actively seeks input of parents before making important decisions (28% 52% = 80%)
-Parents feel welcome to participate at this school (44% 49% = 93%)

***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
Communication with parents/guardians utilizing Class Dojo

*Annual Measurable Outcomes					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey	42%	52%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: school encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey	42%	52%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey	28%	38%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey	44%	54%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents attending our Principal/School Counselor Chats	*Determine Baseline	Increase by 10%	Attendance

Family Workshops and Communication

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

All families and students at the school will benefit from this strategy/activity. It is important that we create a safe and welcoming environment for parents through various in learning and opportunities to give input.

***Strategy/Activity - Description**

Teachers plan and present Reading and Math workshops for families in the evening. Necessary supplies and resources will be provided during the workshops. Weekly Principal/School Counselor Chats for parents to ask questions, concerns, and provide input. Utilize community aide for translations as needed.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F024716	Community Asst I	0.15000	$5,055.00	$6,736.81	0247-09800-00-2905-2495-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Translation in parent conferences and parent communications
N02471V	Inservice supplies		$266.00	$266.00	0247-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Provide materials for workshops
N02476N	Non Clsrm Tchr Hrly		$219.00	$267.82	0247-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement			Opportunity for teachers to lead Family Literacy and Math Nights
N02478F	Postage Expense		$100.00	$100.00	0247-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement			Send documents and communication to parents
N02478L	Clerical OTBS Hrly		$300.00	$398.37	0247-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement			Support for parent communication, translations

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.

Visiting teachers to release classroom teachers for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

***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.

Visiting teachers released classroom teachers for professional development and PLCs. Focus on most struggling students, understanding assessments to utilize and instructional strategies to increase reading levels in 3rd and 5th grades.

***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.

Visiting teachers will provide release time for teachers to collaborate in PLCs regarding monitoring student progress, creating meaningful ongoing formative assessments, and professional development for teachers in supporting students in grades 3-5 on reading strategies.
Student reading levels will also be determined from monthly running records on students reading below grade level and DRA2 as the trimester measure of growth.

*Goal 8- Graduation/Promotion Rate						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards	43%	53%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	50%	60%	CAASPP ELA	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards utilizing FAST aReading	*Determine baseline Fall 2020	*Target set from data	Other (Describe in Objective)	Triennially
June 2021	5	Increase percentage of students meeting and exceeding grade level standards utilizing FAST aReading	*Determine baseline Fall 2020	*Target set from data	Other (Describe in Objective)	Triennially

***Identified Need**

The school's overall data for the 2017 school year indicates 36.4% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 38.3% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a slight gain of 1.9% in the area of ELA from 2017 to 2018. In the 2019 school year, the data indicates 44% of 3rd-5th grade students met or exceeded grade-level standards in ELA. This was a 5.7% gain. Based on the data, we need to continue to focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates there is an achievement gap with socioeconomically disadvantaged students. Over 79% of Ross's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students. To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening Tier 1, 2, and Tier 3 instruction by threading learning goals, targets throughout the literacy block, and planning around the release of responsibility throughout the school year.

***Online Learning Implications**

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards	0%	10%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	17%	27%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	22%	32%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	17%	27%	CAASPP ELA	Annually

Instructional Supplies

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

All students will benefit from this strategy/activity in the area of ELA specifically the following grade levels: 3rd and 5th grades.

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0247-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02472A	Instructional supplies will be used to support interventions and small groups
	Supplies				0247-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts | Ref Id : N02474D	Supplies will be used to support quality professional development and PLCs

Professional Learning Communities

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

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from classrooms to participate in professional development to improve instructional practices: lesson design and study, cross-classroom visits.

***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				0247-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts | Ref Id : N02472D	Professional Development and PLCs to support quality instruction
	Prof&Curriclm Dev Vist Tchr				0247-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02478K	Professional Development and PLCs to support quality instruction

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes 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 educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

We will foster a culture of STEAM by making sure all stakeholders are involved including students, parents, community, staff, and after school program. We will continue to build capacity to ensure fidelity and sustainability of STEAM by our TK/K and 1st grade teachers and principal supporting our newest grade level teachers at 2nd grade. Teachers have attended NGSS capacity building workshops at the upper grade level and have collaborated in a 4th/5th grade science lab format. We will also encourage community support through our cluster middle and high schools. Resources in our own community will also be encouraged.

Teachers will be supported in implementing STEAM lessons a minimum of 4 hours per week by making this an expectation across all grade levels. This will be adjusted during the time during On-Line Learning. We will also plan for integrated subject areas in literacy, math and science. Prioritizing STEAM lessons and scheduling will be necessary to accomplish this goal. School administrator will observe lessons and provide feedback.

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

On-Line Learning

We have created our Student Connection Team with district assigned liaison composed of our school counselor, school clerk, school nurse, health techs in partnership with classroom teachers with the following goals in keeping students connected:

-All students are engaged in Online Learning
-Technology (Devices & Connectivity)
-Attendance & Connection with all Students & Families
-Families receive ongoing communication of resources and support available within our school

Staff Training and Professional Development

* Weekly staff meeting based on staff needs in regard to professional learning
* Zoom visits with feedback to teachers
* Accessible district and site training on assessments, curriculum
* Review of district Action Plan for EL, Students w/Disabilities and Black Youth and determining our next steps.

Communication and Accessibility

* Teachers utilize Class Dojo, Seesaw or Google Classroom for communication with parents/guardians
* School messages are sent through Class Dojo, School Messenger, and updated on upcoming website transition
* Families support via School Connection Team

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Ross Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy and Student Engagement

The site administrator will work alongside all staff members to ensure the following are in place at school:

-A guaranteed and viable curriculum in every classroom
-All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and accustomed to receiving feedback to strengthen their practice.

- Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff knows students' learning needs and can recognize if instruction is affecting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:
- Develop a comprehensive assessment system
- Implement four to six week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation

The site administrator will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:
-Data from classroom observations and common assessments will be used to inform professional learning opportunities.
-Identify teacher's practices and develop multiple, differentiated professional learning opportunities grounded in current research and based on students' needs.
-The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills

- Model positive and productive relationships with staff, students, parents, and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/Community

- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.

Leading for Second Order Change
- Strengthen current instructional practices.
- Study our instructional practices (within grade levels and vertical alignment)
-Professional Development on Tier 1 instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture.)
-Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
-Reflect on our work as educators and equity for all students.
-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:
-Strong knowledge of the standards.
- Deeper understanding of the vertical alignment of critical concepts between grade levels.
- Application of teaching practices that impact student achievement.

Planning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:
- Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
- Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

Professional Development Plan and Progression of Learning:

Progression of Learning
-Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Planning/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring/analyzing lessons, daily, weekly (common/PLCs).
-Developing systems for monitoring.

Professional Development Goals:
- Build Understanding of Vertical Alignment of Standards
- Set learning goals and targets (standards).
- Use qualitative and quantitative data to make instructional decisions (revisit targets).

Professional Development Structures:

PLC (monthly per grade level)

PLC Guiding Questions:
-What do we want students to learn (target)?

- How will we know they have learned it (common exit slip)?
- What will we do if they don't learn it?
- What will we do if they do learn it?

PLC Process :

-Bring common current exit slip, possible collaborative assessment with focus students
- Analyze exit slips, (calibrate).
- Reflect on students' progress towards target based on data

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:

APPENDIX A

BUDGET SUMMARY

Ross Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 51,731.49
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 97,667.51

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)	$21,660.19
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $21,660.19

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)	$24,275.83
[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): $ 24,275.83

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $97,667.51

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Ross Elementary	**09800 LCFF Intervention Support**	Community Asst I	**2905**	Other Nonclsrm PARAS	0.1500	$ 5,055.00
		Community Asst I	**3000**			$ 1,681.81
		Guidance Asst	**2404**	Guidance/Attendance Asst		$ -
		Guidance Asst	**3000**			$ -
			1192	Prof&Curriclm Dev Vist Tchr		$ 4,900.00
			2281	Other Support Prsnl PARAS Hrly		$ 1,506.00
			3000			$ 1,586.02
			4301	Supplies		$ 9,547.00
	09800 LCFF Intervention Support Total				**0.1500**	**$ 24,275.83**
	30100 Title I Basic Program	Library Asst	**2231**	Other Support Prsnl PARAS	0.1750	$ 5,059.19
		Library Asst	**3000**			$ 1,683.19
		School Counselor	**1210**	Counselor	0.3000	$ 26,121.60
		School Counselor	**3000**			$ 12,934.32
			1192	Prof&Curriclm Dev Vist Tchr		$ -
			4301	Supplies		$ 4,901.00
			5735	Interprogram Svcs/Field Trip		$ -
	30100 Title I Basic Program Total				**0.4750**	**$ 50,699.30**
	30103 Title I Parent Involvement		**1957**	Non Clsrm Tchr Hrly		$ 219.00
			2451	Clerical OTBS Hrly		$ 300.00
			3000			$ 147.19
			4304	Inservice supplies		$ 266.00
			5920	Postage Expense		$ 100.00
	30103 Title I Parent Involvement Total					**$ 1,032.19**
	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	**1210**	Counselor	0.1000	$ 8,707.20
		School Counselor	**3000**			$ 4,311.42
			1192	Prof&Curriclm Dev Vist Tchr		$ 5,431.00
			3000			$ 1,210.57
			4301	Supplies		$ -
			5733	Interprogram Svcs/Paper		$ 2,000.00
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.1000**	**$ 21,660.19**
Grand Total					**0.7250**	**$ 97,667.51**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

Ross Elementary

TITLE I PARENT AND 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.

Ross Elementary] has developed a written Title I parent and family engagement policy with input from Title I parents. ***SSC Meeting on October 1, 2020***

It has distributed the policy to parents of Title I students ***Back to School Night on October 7, 2020 in Class Dojo.***

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])?

- Back to School Night; Title I Meeting, School Office
- Updated at SSC Meeting in October
- Revisions possible at SSC Meeting

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

- Announcement of SSC Meetings in School Messenger and Class Dojo
- Back to School Night
- Principal/School Counselor Chats

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:

- Back to School Night Parent Meeting, October 7 and 8, 2020
- SSC Meeting- Oct. 1, 2020

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:

- SSC Meetings are held monthly after school
- Announcements made on School Messenger, Class Dojo, school marquee

- SSC Agenda Posted on Parent Bulletin Board

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 part involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- SSC Meeting in October
- Document may be revised during SSC meeting

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?

- School Messenger
- Class Dojo
- PeachJar

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?

- SSC and Gov. Meeting (monthly)
- Back to School Night
- Parent Conferences in November and April 2020

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?

- SSC and Gov. Meetings (monthly)
- Meetings are also announced in School Messenger
- Principal/School Counselor Chats

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]).

- Family Literacy and Math Workshops
- Back to School Night
- Parent Conferences

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]).

- Family Literacy and Math Workshops

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]).

- Professional Development
- District Workshops

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]).

- PTO meetings, activities, and community events
- Coordinated workshops with Family Engagement Department

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]).

- School Messenger translates school announcements
- Flyers translated through district translation department

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

- SSC/Governance
- Family Engagement Department

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]).

- SST, IEP, and 504 Meetings
- Translation services available for documents and meetings

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.

- SSC/Governance will review information and make necessary revisions

This policy was adopted by Ross Elementary on October 1, 2020 and will be in effect for the period of October 1, 2020 to October 1, 2021.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 7, 2020

Rosemary Cruz October 1, 2020

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

ROSS ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021

Ross 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?

- **Back to School Night Zoom Meetings: Oct. 7 and 8, 2020**
- **Communication includes School Messenger, Class DoJo, school website, Peachjar, school marquee, classroom emails**
- **Parent teacher conferences: November 16-20 March 24-26, 2021**
- **Volunteer and Participation Opportunities include: PTO, SSC/Gov, classroom volunteer, field trips, Principal/School Counselor chats**

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?

- **Family Literacy and Math Workshops**
- **Parent Portal**
- **Back to School Night**
- **Title I Parent Presentation**

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?

- **Back to School Night and Open House**
- **Parent Conferences**
- **SSC/Governance Meetings**
- **Kearny Cluster Meetings**

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?

- **SST and IEP meetings**
- **Parent Conferences**
- **School counselor support with families**
- **Community Assistant liaison connecting parents with teachers/school community**
- **SSC/Governance Meetings**
- **PTO Meetings**

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?

- **PTO encourages family and community gatherings**
- **Kearny Cluster Meetings**

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?

- **Translators are provided at Family Workshops, IEPs and Parent Conferences**
- **Messages are translated via School Messenger and district flyers**

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?

- **PTO and SSC/Gov**
- **Community Aide assistance**

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?

- **Translators in meetings**
- **District supports translation of documents**
- **Information translated in School Messenger**
- **Website translation**

This Compact was adopted by the Ross SSC on October 1, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 7, 2020.

Rosemary Cruz Signature of authorized Official here October 1, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
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.

SCHOOL PERFORMANCE OVERVIEW

Ross Elementary

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

Chronic Absenteeism

Yellow

Suspension Rate

Yellow

English Learner Progress

No Performance Color

English Language Arts

Yellow

Mathematics

Green

School Details

NAME
Ross Elementary

ADDRESS
7470 Bagdad Street
San Diego, CA 92111-4317

WEBSITE
N/A

GRADES SERVED
K-5

ROSS ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

207

Socioeconomically Disadvantaged

79.7%

English Learners

40.6%

Foster Youth

1.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

12.6 points below standard

Increased 19.8 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	3 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

Green

18.2 points below standard

Increased 20.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
1 Green	0 Blue	

LEARN MORE

English Learner Progress

63.8% making progress towards English language proficiency

Number of EL Students: 47

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

ROSS ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Yellow

13.3% chronically absent

Declined 0.9% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	4 Orange	1 Yellow
0 Green	0 Blue	

ROSS ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Yellow

3.9% suspended at least once

Declined 0.6% ▼

EQUITY REPORT

Number of Student Groups in Each Color

1	1	1
Red	Orange	Yellow

1	1
Green	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

Yellow

12.6 points below standard

Increased 19.8 Points ▲

Number of Students: 91

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

- English Learners
- Hispanic
- Socioeconomically Disadvantaged

Green

No Students

Blue

No Students

No Performance Color

- African American
- Asian
- Filipino
- Foster Youth
- Homeless
- Two or More Races
- Pacific Islander
- Students with Disabilities
- White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

21.2 points above standard

Increased 17.1 Points ▲

Number of Students: 19

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

91.6 points below standard

Increased 17.1 Points ▲

Number of Students: 14

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners

Yellow

18.2 points below standard

Increased 16 Points ▲

Number of Students: 56

Hispanic

Yellow

38.3 points below standard

Increased 12 Points ▲

Number of Students: 47

Socioeconomically Disadvantaged

Yellow

20.4 points below standard

Increased 13.4 Points ▲

Number of Students: 77

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	31.2 points below standard	32.4 points below standard	12.6 points below 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
70.4 points below standard	46.6 points above standard	7.3 points below standard
Increased 4.6 Points ▲	Increased 20.6 Points ▲	Increased 18 Points ▲
Number of Students: 31	Number of Students: 25	Number of Students: 33

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.

All Students

Green

18.2 points below standard

Increased 20.2 Points ▲

Number of Students: 91

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Hispanic

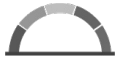
Socioeconomically Disadvantaged

Green

English Learners

Blue

No Students



No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

28.9 points above standard

Increased 22.9 Points ▲

Number of Students: 19

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

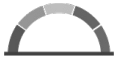
Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

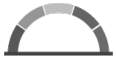


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

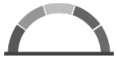
Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



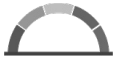
No Performance Color

54.2 points below standard

Increased 58.2 Points ▲

Number of Students: 14

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Hispanic

Yellow

47.7 points below standard

Increased 6 Points ▲

Number of Students: 47

Socioeconomically Disadvantaged

Yellow

25.6 points below standard

Increased 13.2 Points ▲

Number of Students: 77

English Learners

Green

23.2 points below standard

Increased 16.9 Points ▲

Number of Students: 56

Distance From Standard (Mathematics)

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	34.2 points below standard	38.4 points below standard	18.2 points below 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.

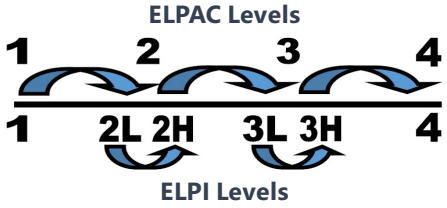
Current English Learners	Reclassified English Learners	English Only
73.1 points below standard	37.4 points above standard	9.8 points below standard
Declined 5.2 Points ▼	Increased 38.1 Points ▲	Increased 21.3 Points ▲
Number of Students: 31	Number of Students: 25	Number of Students: 33

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 Eng-lish 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

63.8% making progress towards English language proficiency

Number of EL Students: 47

Performance Level

High

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	14.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	21.2%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	63.8%

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

Yellow

13.3% chronically absent

Declined 0.9% ▼

Number of Students: 218

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

No Students

Orange

Asian

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged

Yellow

English Learners

Green

No Students

Blue

No Students

No Performance Color

American Indian

African American

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: 1

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino

No Performance Color

27.3% chronically absent

Increased 9.1% ▲

Number of Students: 11

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

36.4% chronically absent

Increased 28% ▲

Number of Students: 11

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

6.7% chronically absent

Declined 7% ▼

Number of Students: 30

White

No Performance Color

10% chronically absent

Declined 5.4% ▼

Number of Students: 20

Asian

Orange

8.8% chronically absent

Increased 4.4% ▲

Number of Students: 34

Students with Disabilities

Orange

17.1% chronically absent

Increased 6.6% ▲

Number of Students: 35

Hispanic

Orange

16.4% chronically absent

Increased 0.5% ▲

Number of Students: 110

Socioeconomically Disadvantaged

Orange

14.6% chronically absent

Increased 1.1% ▲

Number of Students: 171

English Learners

Yellow

8% chronically absent

Maintained 0.2%

Number of Students: 87

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

Yellow

3.9% suspended at least once

Declined 0.6% ▼

Number of Students: 229

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

Students with Disabilities

Orange

Socioeconomically Disadvantaged

Yellow

Hispanic

Green

English Learners

Blue

Asian

No Performance Color

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

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

9.1% suspended at least once

Increased 9.1% ▲

Number of Students: 11

Two or More Races

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 30

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

10% suspended at least once

Declined 1.5% ▼

Number of Students: 20

Students with Disabilities

Red

11.1% suspended at least once

Increased 3.6% ▲

Number of Students: 36

Socioeconomically Disadvantaged

Orange

4.5% suspended at least once

Maintained 0.1%

Number of Students: 179

Hispanic

Yellow

4.3% suspended at least once

Declined 0.7% ▼

Number of Students: 117

English Learners

Green

1.1% suspended at least once

Declined 2% ▼

Number of Students: 91

Asian

Blue

0% suspended at least once

Maintained 0%

Number of Students: 38

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	138	36.2	121	36.4	128	38.3	111	38.7	98	44.9	8.7	6.2	130	32.3	121	34.7	144	31.3	112	35.7	98	39.8	7.5	4.1
Female	62	33.9	56	35.7	61	36.1	50	40.0	41	51.2	17.3	11.2	61	26.2	56	26.8	69	26.1	51	35.3	41	39.0	12.8	3.7
Male	76	38.2	65	36.9	67	40.3	61	37.7	57	40.4	2.2	2.7	69	37.7	65	41.5	75	36.0	61	36.1	57	40.4	2.7	4.3
African American	5	-	5	-	8	-	8	-	4	-	-	-	5	-	5	-	8	-	8	-	4	-	-	-
Asian**	6	-	5	-	5	-	4	-	19	63.2	-	-	6	-	5	-	6	-	4	-	19	68.4	-	-
Filipino	5	-	3	-	3	-	3	-	4	-	-	-	5	-	3	-	3	-	3	-	4	-	-	-
Hispanic	74	27.0	69	27.5	71	23.9	64	29.7	51	33.3	6.3	3.6	67	22.4	69	26.1	82	19.5	63	25.4	51	27.5	5.1	2.1
Indochinese**	23	56.5	20	45.0	16	68.8	13	61.5	-	-	-	-	23	47.8	20	50.0	18	50.0	14	64.3	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	1	-	2	-	-	-	1	-	2	-	0	-	1	-	2	-	-	-
White	9	-	7	-	9	-	5	-	7	-	-	-	9	-	7	-	10	50.0	6	-	7	-	-	-
Multiracial	15	33.3	10	50.0	16	50.0	13	46.2	11	54.5	21.2	8.3	14	42.9	10	40.0	17	47.1	13	46.2	11	36.4	-6.5	-9.8
English Learner	55	10.9	50	16.0	48	10.4	44	18.2	32	15.6	4.7	-2.6	54	16.7	51	17.6	59	15.3	43	20.9	32	15.6	-1.1	-5.3
English-Speaking	83	53.0	71	50.7	80	55.0	67	52.2	66	59.1	6.1	6.9	76	43.4	70	47.1	85	42.4	69	44.9	66	51.5	8.1	6.6
Reclassified†	33	72.7	34	58.8	34	70.6	28	75.0	25	76.0	3.3	1.0	33	57.6	34	55.9	36	44.4	29	55.2	25	76.0	18.4	20.8
Initially Eng. Speaking	50	40.0	37	43.2	46	43.5	39	35.9	41	48.8	8.8	12.9	43	32.6	36	38.9	49	40.8	40	37.5	41	36.6	4.0	-0.9
Econ. Disadv.*	138	36.2	111	36.0	112	37.5	99	36.4	80	43.8	7.6	7.4	130	32.3	112	33.0	128	28.9	99	36.4	80	36.3	4.0	-0.1
Non-Econ. Disadv.	0	-	10	40.0	16	43.8	12	58.3	18	50.0	-	-8.3	0	-	9	-	16	50.0	13	30.8	18	55.6	-	24.8
Gifted	34	67.6	25	56.0	28	67.9	15	60.0	16	50.0	-17.6	-10.0	33	63.6	25	64.0	29	62.1	15	80.0	16	62.5	-1.1	-17.5
Not Gifted	104	26.0	96	31.3	100	30.0	96	35.4	82	43.9	17.9	8.5	97	21.6	96	27.1	115	23.5	97	28.9	82	35.4	13.8	6.5
With Disabilities	13	0.0	0	-	10	10.0	16	0.0	9	-	-	-	10	10.0	12	8.3	15	13.3	16	6.3	9	-	-	-
WO Disabilities	125	40.0	109	40.4	118	40.7	95	45.3	89	47.2	7.2	1.9	120	34.2	109	37.6	129	33.3	96	40.6	89	40.4	6.2	-0.2
Homeless	5	-	0	-	0	-	6	-	4	-	-	-	4	-	3	-	0	-	6	-	4	-	-	-
Foster	2	-	2	-	0	-	2	-	2	-	-	-	2	-	2	-	0	-	2	-	2	-	-	-
Military	3	-	0	-	1	-	0	-	3	-	-	-	2	-	0	-	2	-	0	-	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
Ross
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	46	45.7	39	35.9	56	39.3	24	29.2	29	44.8	-0.9	15.6	45	53.3	39	53.8	56	50.0	23	30.4	29	62.1	8.8	31.7
Female	23	43.5	18	38.9	29	41.4	10	40.0	9	-	-	-	23	39.1	18	61.1	29	44.8	10	30.0	9	-	-	-
Male	23	47.8	21	33.3	27	37.0	14	21.4	20	45.0	-2.8	23.6	22	68.2	21	47.6	27	55.6	13	30.8	20	55.0	-13.2	24.2
African American	2	-	2	-	4	-	2	-	1	-	-	-	2	-	2	-	4	-	2	-	1	-	-	-
Asian**	2	-	2	-	2	-	0	-	6	-	-	-	2	-	2	-	2	-	0	-	6	-	-	-
Filipino	1	-	1	-	1	-	1	-	1	-	-	-	1	-	1	-	1	-	1	-	1	-	-	-
Hispanic	26	34.6	22	27.3	31	22.6	13	30.8	14	28.6	-6.0	-2.2	25	36.0	22	40.9	31	35.5	12	25.0	14	50.0	14.0	25.0
Indochinese**	5	-	7	-	7	-	3	-	-	-	-	-	5	-	7	-	7	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	1	-	1	-	-	-	0	-	1	-	0	-	1	-	1	-	-	-
White	2	-	2	-	4	-	2	-	3	-	-	-	2	-	2	-	4	-	2	-	3	-	-	-
Multiracial	8	-	2	-	7	-	2	-	3	-	-	-	8	-	2	-	7	-	2	-	3	-	-	-
English Learner	18	22.2	23	21.7	26	19.2	7	-	7	-	-	-	18	44.4	23	34.8	26	34.6	6	-	7	-	-	-
English-Speaking	28	60.7	16	56.3	30	56.7	17	35.3	22	59.1	-1.6	23.8	27	59.3	16	81.3	30	63.3	17	35.3	22	72.7	13.4	37.4
Reclassified†	10	90.0	5	-	7	-	5	-	8	-	-	-	10	70.0	5	-	7	-	5	-	8	-	-	-
Initially Eng. Speaking	18	44.4	11	36.4	23	43.5	12	8.3	14	57.1	12.7	48.8	17	52.9	11	72.7	23	52.2	12	16.7	14	64.3	11.4	47.6
Econ. Disadv.*	46	45.7	36	36.1	47	36.2	22	27.3	23	47.8	2.1	20.5	45	53.3	36	50.0	47	44.7	21	28.6	23	60.9	7.6	32.3
Non-Econ. Disadv.	0	-	3	-	9	-	2	-	6	-	-	-	0	-	3	-	9	-	2	-	6	-	-	-
Gifted	16	81.3	4	-	12	58.3	1	-	5	-	-	-	16	81.3	4	-	12	58.3	1	-	5	-	-	-
Not Gifted	30	26.7	35	34.3	44	34.1	23	30.4	24	45.8	19.1	15.4	29	37.9	35	51.4	44	47.7	22	27.3	24	54.2	16.3	26.9
With Disabilities	5	-	0	-	7	-	3	-	2	-	-	-	4	-	6	-	7	-	3	-	2	-	-	-
WO Disabilities	41	51.2	33	42.4	49	42.9	21	33.3	27	44.4	-6.8	11.1	41	56.1	33	60.6	49	53.1	20	35.0	27	59.3	3.2	24.3
Homeless	2	-	0	-	0	-	3	-	4	-	-	-	1	-	1	-	0	-	3	-	4	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	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
Ross
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	45	28.9	41	34.1	28	32.1	49	44.9	27	37.0	8.1	-7.9	41	14.6	42	28.6	45	13.3	49	53.1	27	29.6	15.0	-23.5
Female	20	20.0	20	35.0	11	36.4	24	41.7	12	50.0	30.0	8.3	19	5.3	21	9.5	20	15.0	24	50.0	12	33.3	28.0	-16.7
Male	25	36.0	21	33.3	17	29.4	25	48.0	15	26.7	-9.3	-21.3	22	22.7	21	47.6	25	12.0	25	56.0	15	26.7	4.0	-29.3
African American	1	-	2	-	2	-	3	-	1	-	-	-	1	-	2	-	2	-	3	-	1	-	-	-
Asian**	0	-	2	-	1	-	2	-	4	-	-	-	0	-	2	-	2	-	2	-	4	-	-	-
Filipino	0	-	1	-	1	-	1	-	2	-	-	-	0	-	1	-	1	-	1	-	2	-	-	-
Hispanic	26	26.9	23	17.4	14	21.4	30	30.0	13	30.8	3.9	0.8	22	18.2	24	12.5	25	8.0	30	36.7	13	23.1	4.9	-13.6
Indochinese**	9	-	5	-	4	-	5	-	-	-	-	-	9	-	5	-	6	-	5	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	4	-	3	-	3	-	1	-	2	-	-	-	4	-	3	-	5	-	1	-	2	-	-	-
Multiracial	4	-	5	-	3	-	7	-	4	-	-	-	4	-	5	-	4	-	7	-	4	-	-	-
English Learner	22	4.5	14	14.3	10	0.0	24	29.2	7	-	-	-	22	0.0	15	6.7	21	0.0	24	33.3	7	-	-	-
English-Speaking	23	52.2	27	44.4	18	50.0	25	60.0	20	45.0	-7.2	-15.0	19	31.6	27	40.7	24	25.0	25	72.0	20	35.0	3.4	-37.0
Reclassified†	7	-	12	50.0	10	50.0	9	-	6	-	-	-	7	-	12	50.0	12	25.0	9	-	6	-	-	-
Initially Eng. Speaking	16	31.3	15	40.0	8	-	16	37.5	14	35.7	4.4	-1.8	12	0.0	15	33.3	12	25.0	16	62.5	14	21.4	21.4	-41.1
Econ. Disadv.*	45	28.9	38	34.2	25	36.0	44	43.2	20	35.0	6.1	-8.2	41	14.6	39	28.2	42	14.3	44	52.3	20	25.0	10.4	-27.3
Non-Econ. Disadv.	0	-	3	-	16	43.8	5	-	7	-	-	-	0	-	3	-	16	50.0	5	-	7	-	-	-
Gifted	8	-	14	57.1	3	-	10	70.0	1	-	-	-	7	-	14	71.4	3	-	10	90.0	1	-	-	-
Not Gifted	37	21.6	27	22.2	25	32.0	39	38.5	26	38.5	16.9	0.0	34	11.8	28	7.1	42	9.5	39	43.6	26	30.8	19.0	-12.8
With Disabilities	4	-	0	-	10	10.0	8	-	3	-	-	-	4	-	3	-	15	13.3	8	-	3	-	-	-
WO Disabilities	41	31.7	38	36.8	28	32.1	41	53.7	24	37.5	5.8	-16.2	37	16.2	39	30.8	40	15.0	41	61.0	24	29.2	13.0	-31.8
Homeless	2	-	0	-	0	-	3	-	1	-	-	-	2	-	1	-	0	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-

* 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
Ross
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	47	34.0	41	39.0	44	40.9	38	36.8	42	50.0	16.0	13.2	44	27.3	40	22.5	43	25.6	40	17.5	42	31.0	3.7	13.5
Female	19	36.8	18	33.3	21	28.6	16	37.5	20	55.0	18.2	17.5	19	31.6	17	11.8	20	10.0	17	17.6	20	25.0	-6.6	7.4
Male	28	32.1	23	43.5	23	52.2	22	36.4	22	45.5	13.4	9.1	25	24.0	23	30.4	23	39.1	23	17.4	22	36.4	12.4	19.0
African American	2	-	1	-	2	-	3	-	2	-	-	-	2	-	1	-	2	-	3	-	2	-	-	-
Asian**	4	-	1	-	2	-	2	-	9	-	-	-	4	-	1	-	2	-	2	-	9	-	-	-
Filipino	4	-	1	-	1	-	1	-	1	-	-	-	4	-	1	-	1	-	1	-	1	-	-	-
Hispanic	22	18.2	24	37.5	26	26.9	21	28.6	24	37.5	19.3	8.9	20	10.0	23	26.1	26	11.5	21	9.5	24	16.7	6.7	7.2
Indochinese**	9	-	8	-	5	-	5	-	-	-	-	-	9	-	8	-	5	-	6	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	3	-	2	-	2	-	2	-	2	-	-	-	3	-	2	-	1	-	3	-	2	-	-	-
Multiracial	3	-	3	-	6	-	4	-	4	-	-	-	2	-	3	-	6	-	4	-	4	-	-	-
English Learner	15	6.7	13	7.7	12	0.0	13	0.0	18	22.2	15.5	22.2	14	7.1	13	0.0	12	0.0	13	0.0	18	11.1	4.0	11.1
English-Speaking	32	46.9	28	53.6	32	56.3	25	56.0	24	70.8	23.9	14.8	30	36.7	27	33.3	31	35.5	27	25.9	24	45.8	9.1	19.9
Reclassified†	16	50.0	17	52.9	17	70.6	14	50.0	11	90.9	40.9	40.9	16	37.5	17	47.1	17	35.3	15	26.7	11	72.7	35.2	46.0
Initially Eng. Speaking	16	43.8	11	54.5	15	40.0	11	63.6	13	53.8	10.0	-9.8	14	35.7	10	10.0	14	35.7	12	25.0	13	23.1	-12.6	-1.9
Econ. Disadv.*	47	34.0	37	37.8	40	40.0	33	33.3	37	45.9	11.9	12.6	44	27.3	37	21.6	39	25.6	34	20.6	37	27.0	-0.3	6.4
Non-Econ. Disadv.	0	-	4	-	4	-	5	-	5	-	-	-	0	-	3	-	4	-	6	-	5	-	-	-
Gifted	10	50.0	7	-	13	84.6	4	-	10	60.0	10.0	-	10	60.0	7	-	14	64.3	4	-	10	50.0	-10.0	-
Not Gifted	37	29.7	34	35.3	31	22.6	34	35.3	32	46.9	17.2	11.6	34	17.6	33	18.2	29	6.9	36	13.9	32	25.0	7.4	11.1
With Disabilities	4	-	0	-	10	10.0	5	-	4	-	-	-	2	-	3	-	15	13.3	5	-	4	-	-	-
WO Disabilities	43	37.2	38	42.1	41	43.9	33	42.4	38	55.3	18.1	12.9	42	28.6	37	24.3	40	27.5	35	20.0	38	34.2	5.6	14.2
Homeless	1	-	0	-	0	-	6	-	3	-	-	-	1	-	1	-	0	-	6	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-

* 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.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: ROSS 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**

The School Counselor will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. They will work collaboratively with students, parents, guidance assisstance, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspensions.
The School Counselor will also oversee programs and supports needed in creating a positive school culture. This will include the Leader in Me, Second Step (bully prevention program), Ally Action Leadership Team in collaboration with Youth and Advocacy resource teacher, Student Council, student assemblies, and national recognition days.

***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 - Marquez, Anna	0.37500	$15,056.73	09800-2404	Oversees leadership opportunities and supports for all students to participate in activities as well as public speaking at assemblies	Support for students, implementing anti-bullying program	Position was not filled	Eliminate position Utilize Community Assistant, hourly SPED aide, and Visiting Teacher for ELPAC Testing

Supplies		$13,326.00	09800-4301	Guidance Assistant SSC will approve additional hourly rate to increase meaningful participation, parent involvement and address chronic absenteeism	Provide supports for students Provided needed tools for academic progress	Position was not filled	

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. They will work collaboratively with students, parents, school counselor, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism.

The Guidance Assistant will also be an active member of the Lighthouse Committee and/or subcommittees as needed to support the positive school culture. This will include the Leader in Me and Second Step (bully prevention program).

***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 - Marquez, Anna	--	--	09800-2404	The Guidance Assistant will continue to support students' social and	Support for students	Position not filled	Include professional development for all staff members to support student needs

				emotional well being and needs.			

Note/Reminders (optional):

San Diego Unified SCHOOL DISTRICT

Ross Elementary SPSA Evaluation of LCFF Funded Actions/Activities

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

The Community aide will provide classroom support for our EL students and provide translation for our parents in Vietnamese, assist in organizing ELPAC completion.

Guidance Assistant has been provided training as EL Coordinator. Additional time will be allocated as funding is available to provide classroom supports in Tier 1 and Tier 2 to be determined from PLCs and needs of students

***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.
Other Support Prsnl PARAS Hrly		$2,794.98	09800-2281	Support closing the achievement gap in ELA and Math; English Learners; students with disabilities; Graduation Provide translation for parents	Support for EL students as well as families. Reaching parents with needed translation		Continue support with EL Co-ordination
Guidance Asst - Marquez, Anna	--	--	09800-2404	Support closing the achievement gap in ELA and Math; English Learners; students with disabilities; Graduation		Position was not filled	Eliminate position transition responsibilities to Community Aide, hourly

Note/Reminders (optional):

Ross Elementary SPSA Evaluation of LCFF Funded Actions/Activities

Goal 5 - Students with Disabilities

Strategy/Activity 2

***Strategy/Activity - Description**

Paraeducators who provide direct support to students with disabilities will attend professional development (specifically related to special education) that will be offered by our district or given by the Mild/Moderate teacher.

***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.
Other Support Prsnl PARAS Hrly	--	--	09800-2281	Support closing the achievement gap/professional development	Support for students		Continue extra time for professional development and support for students

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

San Diego Unified SCHOOL DISTRICT

Ross Elementary SPSA Evaluation of Title I Funded Actions/Activities

School Name: Ross 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**

The School Counselor will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. They will work collaboratively with students, parents, guidance assisstance, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspensions.
The School Counselor will also oversee programs and supports needed in creating a positive school culture. This will include the Leader in Me, Second Step (bully prevention program), Ally Action Leadership Team in collaboration with Youth and Advocacy resource teacher, Student Council, student assemblies, and national recognition days.

***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.
School Counselor - Williams, Molly	0.30000	$37,207.10	30100-1210	Oversees character and leadership program.	Leadership, confidence evident in students.	Additional time needed	Continue allocation
School Counselor - Williams, Molly	0.10000	$12,402.36	30106-1210	Works in classrooms on bullying prevention, counseling groups and with	Student leadership is evident in morning assemblies and professional development for staff	Additional time needed	Continue to fund allocation Programs to be shared within grade levels and classrooms

				individual students Works closely with the needs of families			

Note/Reminders (optional):

San Diego Unified SCHOOL DISTRICT

Ross Elementary SPSA Evaluation of Title I Funded Actions/Activities

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Library Assistant organizes and provides reading resources for students and teachers to achieve reading targets and goals. Also supports the literacy program through Read Alouds, instruction on research and resources. Library assistant will also be included to support students in the classroom within coordinated learning cycles in ELA and Math as determined by PLCs.

Visiting teachers will be provided to release all classroom teachers to include Mild/Mod teacher to work collaboratively with grade levels and the principal to continue student-centered cycles. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student w/disabilities with planning around Tier 1, Tier 2, and Tier 3 strategies. Teachers will be released to attend workshops to support needed professional development.

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development. This may include and not be limited to licenses and fees, reading material such as guided reading books, professional reading, and needed resources as determined by collaboration of SSC.

***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.
Library Asst - Duggins, Susan	0.17500	$6,082.74	30100-2231	Support ELA by providing resources for students for research projects, author studies, and in reaching learning goals and targets set forth by teachers	Support students in the library and classroom with resources and direct interactions	Designation of extra supports, organize within PLCs	Continue allocation. Provide support based on PLC recommendations
Supplies		$8,671.00	30100-4301	Additional Visiting Teacher	Time needed to review		Continue to provide PLC time

				for PLCs ad Professional Development	assessments, monitor, and plan around student needs		
Interprogram Svcs/Paper		$1,000.00	30100-5733	Support ELA for printed reading passages and activities	Provides for resources for students		Continue allocation
Supplies		$7,095.00	30106-4301	Purchase supplies and tools necessary for students to meet learning goals and targets in ELA	Provides needed materials and tools		Continue allocation

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Visiting teachers will be provided to release all classroom teachers to include Mild/Mod teacher to work collaboratively with grade levels and the principal to continue student-centered cycles. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student w/disabilities with planning around Tier 1, Tier 2, and Tier 3 strategies. This will include lesson design, lesson studies, and cross classroom visits. All classroom teachers and Mild/Moderate teacher will have opportunities to plan and develop lessons around co-teacing models. Teachers will be released to attend workshops to support needed professional development.

***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.
Prof&Curriclm Dev Vist Tchr		$7,601.86	30106-1192	Support closing the achievement	Provides time needed for PLCs, reviewing		Continue to provide time

				gap/professional development.	assessment, monitoring, and planning around student needs		

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Field trips provided experieces in the community relevant to classroom learning.

***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.
Interprogram Svcs/Field Trip		$500.00	30100-5735	Provides meaningful experiences in the community	Provides student opportunities and experiences		Continue to fund

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Visiting teachers will be provided to release all classroom teachers to include Mild/Mod teacher to work collaboratively with grade levels and the principal to continue student-centered cycles in ELA and Math. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student w/disabilities with planning around Tier 1, Tier 2, and Tier 3 strategies. Teachers will be released to attend workshops to support needed professional development.

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development. This may include and not be limited to licenses and fees, reading material such as guided reading books, professional reading, and needed resources as determined by collaboration of SSC.

***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.
Interprogram Svcs/Paper	--	--	30100-5733	Support supplemental instructional program in math	Supports teaching and learning resources		Continue to allocate
Supplies	--	--	30100-4301	Visiting teachers for PLCs and Professional Development	Supports teaching and learning resources		Continue to allocate
Supplies	--	--	30106-4301	Purchase needed supplies to support programs	Supports teaching and learning resources		Continue to allocate

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Visiting teachers will provide release time for teachers in PLCs focused on ELA and Math. Teachers will also attend Professional Development and workshop opportunities in Math

***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.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap/professional development	Provides time for PLC		Continue to allocate

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 2

***Strategy/Activity - Description**

Supplies may include and not be limited to student texts, professional learning resources, school supplies, licenses and fees, and others as voted in SSC.

***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.
Interprogram Svcs/Paper	--	--	30100-5733	Support closing the achievement gap	Provides resources for learning		Continue to allocate
Supplies	--	--	30100-4301	Support closing the achievement gap	Provides needed materials, tools for teaching and learning		Continue to allocate
Supplies	--	--	30106-4301	Support closing the achievement gap	Provides needed materials, tools for teaching and learning		Continue to allocate

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Visiting teachers will be provided to release all classroom teachers to include Mild/Mod teacher to work collaboratively with grade levels and the principal to continue student-centered cycles. Teams will meet every 5 to 6 weeks to monitor and assess focus EL and Student w/disabilities with planning around Tier 1, Tier 2, and Tier 3 strategies. Teachers will be released to attend workshops to support needed professional development.

***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.

San Diego Unified SCHOOL DISTRICT

Ross Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap for teachers in PLCs, Professional Development and workshops			

Note/Reminders (optional):

San Diego Unified SCHOOL DISTRICT

Ross Elementary SPSA Evaluation of Title I Funded Actions/Activities

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Mild/Moderate teacher will be part of PLC work with teachers as well as attend Professional Development and workshops. Mild/moderate teacher will also facilitate professional development for para educators who directly support students with disabiities.

***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.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Provide opportunity for PLC and Professional development and workshops to in closing achievement gap for students with disabilities			

Note/Reminders (optional):

San Diego Unified SCHOOL DISTRICT

Ross Elementary SPSA Evaluation of Title I Funded Actions/Activities

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers plan and present Reading and Math workshops for families in the evening. Necessary supplies and resources will be provided during the workshops

***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.
Non Clsrm Tchr Hrly		$518.58	30103-1957	Support closing the achievement gap and increase parent engagement.	Opportunity for teachers to be involved in family literacy and math evenings	Support needed in planning	Decrease the allocation and include translations
Inservice supplies		$571.00	30103-4304	Support closing the achievement gap and increase parent engagement.	Provides materials for workshops	Can utilize funds in other needed category	Allocate funding more postage and communications

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development

***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 closing the achievement gap	Provides needed materials for teaching and learning		Continue to allocate
Supplies	--	--	30106-4301	Support closing the achievement gap	Provides needed materials for teaching and learning		Continue to allocate

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from classrooms to participate in professional development to improve instructional practices: lesson design and study, cross classroom visits.

***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.

San Diego Unified
SCHOOL DISTRICT

Ross 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
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement gap	Provides PLC for monitoring and planning		Continue to allocate

Note/Reminders (optional):

What are my leadership strategies in service of the goals?