

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **ROWAN ELEMENTARY** SCHOOL

2020-21

37-68338-6040117

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: Weber, Nicole

Contact Person: Weber, Nicole

Position: Principal

Telephone Number: (619) 344-3400

Address: 1755 Rowan St, Rowan Elementary, San Diego, CA, 92105-5631,

E-mail Address: nweber@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



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: Rowan Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Nicole Weber

PHONE: 619-994-4062

FAX: 619-344-3440

E-MAIL ADDRESS: nweber@sandi.net

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

- Title 1 Schoolwide Programs (SWP) CSI School

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

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

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

- | | |
|--|-----------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 9/30 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

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: _____ 10/1/2020 _____

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.

Nicole Weber
Type/Print Name of School Principal

/ Nicole Weber/ 10-2-2020
Signature of School Principal / Date

Gina Marrone
Type/Print Name of SSC Chairperson

/Gina Marrone/ 10-2-2020
Signature of SSC Chairperson / Date

Linda Roy
Type/Print Name of ELAC Chairperson

/Linda Roy/ 10-2-2020
Signature of ELAC Chairperson / Date

Type/Print Name of Area Superintendent

Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of the Title 1 Schoolwide Program. This School Plan for Student Achievement includes goals and strategies that will improve student achievement and attendance rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all students.

At Rowan Elementary School, we believe that all persons on our campus are learners and thus have created a culture of constant professional development and collegial collaboration for staff to create and lead rigorous, differentiated instruction for all students. Rowan has a diverse student population with almost 80% of our students being considered economically disadvantaged. Thirty-six percent of our students are English Learners. In English/Language Arts and Mathematics, our closing the gap SMART Goal is in service of our English Learners, Black Youth, and Students with Disabilities. The following are key actions we are taking at Rowan to improve student achievement for all of our children:

- planning for and implementing strong Tier 1 instruction
- Small group interventions for targeted students
- Developing digital literacy
- Collaboration and training for staff during monthly PDs
- Monthly PLCs are focused on instruction, learning targets, analysis of student work, and best practices
- We work diligently to create systems and structures for strong parent involvement

We have many children in need of literacy, mathematics, and social-emotional interventions. Extended day programs and our site counselor have provided targeted interventions. District Common Core Resource Teachers, District Instructional Technology Resource Teachers, District Counselors, and District ELSTs have provided school-wide training and coaching cycles in the areas of English Language Arts and Mathematics. Tier III interventions are done in collaboration with the RTI/SST and Special Ed Teams.

We believe in building a strong partnership with our families. We know that when families are involved students will achieve higher outcomes. Because of this, we constantly design opportunities for parent involvement through our Parent Teacher Association (PTA). We encourage parents to attend school-wide events, classroom events, and parent workshops. We hope to bridge cultural, language, and social differences through making content and activities as accessible as possible.

School Vision and Reality Update

The mission at Rowan Elementary is to educate all students so that they may reach their full potential and become responsible, kind, literate, thinking, and productive members of our global society. We value the whole child, creativity, perseverance, diversity, high academic standards, parent and community involvement, collaboration, and life-long learning.

At Rowan Elementary, our staff works together to ensure high-quality teaching and learning happens every day in every classroom. Our staff cooperates, collaborates, and collectively works together on behalf of Rowan students and their families. Staff members engage in student-centered

coaching cycles for their own growth and development, as well as for their students. As a team of learners, we continue to deepen our understanding of curriculum, instruction, and assessment through a variety of professional development structures. Our goal each year is to improve upon the past.

It is our goal that ALL teachers: use data to inform instruction, are provided with ongoing, actionable feedback from colleagues and the administrator, and take time for daily self-reflection. It is our goal that lessons are focused, well thought through, and strategically designed with differentiation and multiple access points so all students can engage and learn rigorous, grade-level CCSS work. It is our goal to help students develop agency. We strive to do this by providing strategic opportunities that help students take pride in their learning and the learning of others.

At Rowan Elementary, we are committed to creating a positive transformational school culture where everyone is welcomed and feels as though they BELONG. Our ideal state allows people to be their best selves, where love, respect, acceptance, compassion, empathy, and honesty are the norm, not the exception. We believe in educating the whole child so we provide a strong Restorative Practices program. In addition to a strong academic program aligned with the Common Core State Standards, we also provide students with experiences and education in visual arts, dancing, drumming, orchestra, instrumental music, and physical education.

Rowan Elementary's 2019-2020 SPSA works to allocate funds to fulfill our mission and school vision. The SPSA addresses the academic, physical, and social-emotional needs of our population through staffing decisions including a two day a week counselor, five days a week Guidance Assistant, release time for planning and collaboration, high-quality instructional materials, and access to quality common core aligned technology programs.

A myriad of current realities exists that either support or challenge our progress toward meeting our vision and mission.

Realities that support our progress:

- A mostly veteran staff that is committed to this particular community of learners
- Teachers who consistently collaborate
- A variety of learning opportunities for parents
- School-wide emphasis on the social, emotional well-being of a student
- A strong partnership with families exists
- Strong partnerships exist with the United Way, Experience Corps, Ocean Discoveries Institute, Arts 4 Learning, Price Philanthropies, ARC, San Diego Peace Center, the Lions Club, North Central Early Mental Health Prevention Program, and the National Center for Conflict Resolution
- Access to District Central Office Resource Teachers

Realities that challenge our progress:

- Over 9% of our students are currently Chronically Absent

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 Rowan, 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 2019-20, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SSC, ELAC, and PTA and staff meetings held throughout the year.

- January 2020 - Staff met to analyze data and provide budget recommendations with the interim principal, Richard Flores
- January 23, 2020 - SSC reviewed and approved the 2020-2021 budget with the interim principal, Richard Flores
- February 2020 - SSC met to evaluate the 2019-20 SPSA goals with the interim principal, Richard Flores
- September 30, 2020- Annual Title 1 Parent Meeting was held; Parents have reviewed and were given the opportunity to provide input on Parent & Family Engagement and School-Parent Compact at Principal Chat
- September 30, 2020- ELAC members were allowed to provide input on the English Learner goal for 2020-21 SPSA.
- October 1, 2020 - SSC reviewed, discussed, and approved 2020-2021 SPSA

RESOURCE INEQUITIES

Rowan's 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 2018-2019 SPSA.

An analysis of the student groups (3rd-5th) CAASPP results indicate an overall growth in the area of ELA and Math. Rowan has seen an overall gain in ELA of 10.3% since 2016-17 according to CAASPP results. Rowan has seen an overall gain in Math of 12.1% since 2016-17 according to CAASPP results. 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.

Nine percent of Rowan students in TK-5th grade are chronically absent. Rowan has seen an overall decrease in chronic absenteeism since 2016-17 according to the ORBIT report.

To support student progress in both ELA and Math:

- Professional development will focus on studying and gaining an in-depth understanding of Common Core standards
- The collaboration will occur during bi-monthly PLCs to analyze current data and plan targeted differentiated instruction based on current data
- Tier one instruction will be strengthened by utilizing Benchmark Advance curriculum
- Common formative and summative assessments will be administered throughout the year, including administering the FAST for ELA / Math in Grades 1-5.

To support chronic absenteeism:

- Rowan's attendance team will continue to partner with the United Way's Every Student, Every Family campaign- this support is shifting the focus to family resources, due to Online Learning. We believe this will greatly impact student attendance
- There will be consistent monthly home visits and communication with families to ensure that students are in school

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Rowan's certificated staff will work collaboratively and closely with the principal, school counselor, office staff, and guidance assistant to monitor attendance and social-emotional needs.
- There will be goals put in place to increase parent engagement and strengthen the home-school relationships with families.
- There will be mental health services, provided by School link, on-site one day a week to support students with social-emotional needs. During Online learning, they are continuing services online or over the phone.
- Students will have a venue to practice and apply coping and executive functioning skills.
- Rowan's counselor and Guidance Assistant will meet with individual students and conduct small group interventions to support students' 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 Restorative Practices and PBIS strategies school-wide. This will cultivate a positive school culture for all stakeholders.

Due to school closures, teachers will collaborate virtually in PLCs as well as attend site and district Professional Development.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Brittany Moss	Teacher
Gina Marrone	Teacher
Nicole Weber	Principal
Moises Medina	Parent
Veronica Pinelo	Parent
Amy Lynn	Other Staff Member
Maura Miller	Teacher
Helen Williams	Parent
Tabitha Kemp	Parent
Andrea Gallegos	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In 2020-21 Rowan continues to support a safe, collaborative, and inclusive culture by focusing on attendance and social-emotional supports and providing opportunities to collaborate with families.

*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.

Online learning may present challenges to implementation within a virtual setting.

*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.

In 2020 due to Online Learning, the school will provide students with virtual social-emotional lessons. Also, our School Counselor and Guidance Assistant will support students by implementing lessons around social-emotional needs and mindfulness strategies in whole group, small group, and individual settings.

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th Grade	decrease chronic absenteeism	15.2	9%	Chronic Absenteeism	monthly
June 2021	TK-5th Grade	improve overall attendance	96%	97%	Attendance	monthly
June 2021	TK-5th	decrease suspensions	1.8%	1%	Suspension	monthly
*Identified Need						
<p>On the California Dashboard (2018), Rowan is in the orange for Chronic Absenteeism. The overall school chronic absenteeism rate is 15.2%.</p> <p>Chronic Absenteeism Rates (subgroups): English Learners = 19.2% Students with Disabilities = 19.4%</p> <p>According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 62% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 114 parents completed the survey in a student population of 256 students.</p> <p>Parent Involvement (indicators) that include only "Strongly Agree" responses: -School allows input and welcomes parents' contributions=63% -School encourages me to be an active partner with the school in educating my child=61% -School actively seeks the input of parents before making important decisions=51%</p>						
*Online Learning Implications						
<p>-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected. -SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. -Schools will continue wellness efforts via school wellness coordinators.</p> <p>Attendance/Chronic Absenteeism related</p> <p>-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) was 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 every week 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.</p>						

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th Grade	English Learner	Decrease chronic absenteeism rate	19.2%	10% or less	Chronic Absenteeism	Monthly
June 2021	TK-5th Grade	Students with Disabilities	Decrease chronic absenteeism rate	19.4%	10% or less	Chronic Absenteeism	Monthly
June 2021	TK-5th Grade	Black or African American	Decrease chronic absenteeism	Baseline being established	10% or less	Chronic Absenteeism	Monthly
June 2021	TK-5th Grade	Socioeconomically Disadvantaged	Decrease suspension rates	1.9%	0%	Suspension	Monthly
June 2021	TK-5th Grade	English Learner	Decrease suspension rates	1.4%	0%	Suspension	Monthly

Additional Counseling Services

***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: English Learners, Black Youth, and Students with Disabilities.

***Strategy/Activity - Description**

The Counselor and 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. Also, the Counselor and Guidance Assistant will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. The Guidance Assistant and Counselor will conduct monthly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant and Counselor will also be an active member of the Attendance Committee.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02491T	Guidance Asst	0.68750	\$22,354.75	\$48,364.18	0249-30100-00-2404-3110-0000-01000-0000	Title I Basic Program			Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism.
F02491U	School Counselor	0.20000	\$17,414.40	\$21,394.29	0249-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism.

Home School Connections									
*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: English Learners, Black Youth, and Students with Disabilities.									
*Strategy/Activity - Description									
Hourly time for office staff to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, parent connection, school/home communication). Postage stamps will be purchased to support school/home communication. In-service supplies will be purchased to encourage families to attend parent meetings.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N024986	Inservice supplies		\$452.00	\$452.00	0249-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			School / Home Connection
N02499T	Tech Professional OTBS Hrly		\$200.00	\$265.58	0249-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement			Decrease chronic absenteeism rate (SARB, parent connection, school / home communication)
N02499V	Postage Expense		\$200.00	\$200.00	0249-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement			School / Home Communication

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:

Funds were allocated to fulfill our mission and school vision. Resources were allocated to support the academic, physical, and social-emotional needs of our population through staffing decisions including additional counseling supports, high-quality instructional materials, and access to common core aligned technology programs. Visiting teachers are funded to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies. When released, teachers will also create supports for struggling students with Tier 2 interventions.

*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 learning communities (PLCs) however; there were inequities in our PLCs. Moving forward we need to focus on data, backward planning, and students' strengths.

The funds allocated to additional counseling will now fund five days of counseling services in the form of a two-day a week School Counselor and a five-day a week Guidance Assistant. This will ensure the social/emotional needs of our students are being met daily. This will allow the counselor to focus more on providing classrooms with the skills and motivation they need to succeed in their choice of college and career.

To accelerate student progress, teachers at Rowan Elementary will be implementing Benchmark Curriculum. This shift will ensure that all students have access to a guaranteed viable curriculum. Teachers will also be utilizing the Designated ELD component from the Benchmark Curriculum to support English Learners. Online learning may present challenges to implementation within a virtual setting.

***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.

Supports, structures, data reports, and agendas will be created and utilized in all professional learning communities (PLCs). There will be a focus during all PLCs on planning and implementing differentiated instruction for our students that are not yet inside the sphere of success. Grades 1-5 will be trained and implement FAST as a formative assessment measure three times a year.

The counseling team, consisting of the Counselor and Guidance Assistant, will continue to collaborate with administration and other support staff (Physical Education coach, Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) to help accomplish the following: increase academic achievement and support social/emotional needs.

In 2020-21, our site will use Benchmark Advance in all grade levels to ensure student access to a guaranteed and viable curriculum.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
January 2021	3rd-5th	meet or exceed standards	52%	62%	CAASPP ELA	Annually
January 2021	K-2nd	meet or exceed district DRA Benchmarks	60%	65%	DRA 2	Tri-Annually

***Identified Need**

In the 2018 school year, the data indicates 52% of 3rd-5th grade students met or exceeded grade-level standards in ELA. 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.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards, strengthening tier one instruction, implementing Benchmark Curriculum school-wide, and administering common formative assessments (for all TK-5th grade students), and monitoring student progress together as grade-level teams.

***Online Learning Implications**

- 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

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*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Students with Disabilities	Improvement in CAASPP meet/exceed proficiency	10%	15%	CAASPP ELA	Annually
June 2021	3rd-5th	English Learner	Improvement in CAASPP meet/exceed proficiency	17%	27%	CAASPP ELA	Annually
June 2021	3rd-5th	Black or African American	Improvement in CAASPP meet/exceed proficiency	50%	Will increase performance color based on CA Dashboard	CAASPP ELA	Annually

Instructional Supports for ELA

***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 Art, specifically the following subgroups: English Learners, Black Youth, and students with disabilities.

***Strategy/Activity - Description**

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet in the sphere of success.

Teachers will implement daily Designated ELD to support English Learners.

Teachers will implement supplemental Benchmark Curriculum school-wide.

Grade level appropriate supplemental instructional materials will be purchased that enhance necessary skills for effective reading instruction.

Funding has been allocated to purchase licenses and fees for software and/or online reading resources. Each classroom teacher will have access to RAZ Kids, Benchmark On-Line, Scholastic News, and/or Starfall to support student learning in literacy. RAZ Kids, Starfall, Benchmark On-Line: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge, and inspire a love of learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02495Q	Software License		\$7,000.00	\$7,000.00	0249-30106-00-5841-	Title I Supplmnt			Supplemental instructional

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					1000-1110-01000-0000	Prog Imprvmt			support
N02499R	Prof&Curriclm Dev Vist Tchr		\$6,000.00	\$7,337.40	0249-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			Support release time for PLCs
N0249AN	Supplies		\$4,330.00	\$4,330.00	0249-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental instructional supplies to support literacy instruction.
N0249AX	Prof&Curriclm Dev Vist Tchr		\$12,000.00	\$14,674.80	0249-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Support release time for PLCs
	Supplies				0249-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 3 - Mathematics Ref Id : N02494U	Supplemental instructional supplies to support literacy instruction
	Supplies				0249-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 3 - Mathematics Ref Id : N02499S	Supplemental instructional supplies to support literacy instruction

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.

Resources were allocated to fund the following:

Funds were allocated to fulfill our mission and school vision. Resources were allocated to support the academic, physical, and social-emotional needs of our population through staffing decisions including additional counseling supports, high-quality instructional materials, and access to common core aligned technology programs. Visiting teachers are funded to release classroom teachers from the classroom for professional development/collaboration 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 learning communities (PLCs) however; there were inequities in our PLCs. Moving forward we need to focus on data, backward planning, and students' strengths.

The funds allocated to additional counseling will now fund five days of counseling services in the form of a two-day a week School Counselor and a five-day a week Guidance Assistant. This will ensure the social/emotional needs of our students are being met daily. This will allow the counselor to focus more on providing classrooms with the skills and motivation they need to succeed in their choice of college and career.

To accelerate student progress, teachers at Rowan Elementary will continue to implement Number Talks to address academic gaps. Professional development will be offered throughout the year to support teachers in using the new district math resources.

In addition, the school did not have school-wide common diagnostic and formative assessments in the areas of Math. This year Rowan's grades 3-5 will participate in the new DEMI online assessment pilot given in the fall and spring to assess student growth.

Online learning may present challenges to implementation within a virtual setting.

***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.

Supports, structures, data reports, and agendas will be created and utilized in all professional learning communities (PLCs). There will be a focus during all PLCs on planning and implementing differentiated instruction for our students based on data that identifies students not yet inside the sphere of success. PLCs will focus on strengthening tier 1 instruction in Math by utilizing the district math resources, creating meaningful and ongoing formative assessments, monitoring student progress, and providing direct support to English Learners, Black Youth, and students with disabilities. Grades 3-5 will participate in the district pilot for the DEMI assessment in the fall and spring to assess student growth in math. Grades 1-5th grade will be trained and implement the FAST as a formative assessment measure three times a year.

The counseling team, consisting of the Counselor and Guidance Assistant, will continue to collaborate with administration and other support staff (Physical Education coach, Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) to help accomplish the following: increase academic achievement and support social/emotional needs.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Improvement in CAASPP meet/exceed proficiency	43%	53%	CAASPP Math	Annually

***Identified Need**

In the 2018 school year, the data indicates 43% of 3rd-5th grade students met or exceeded grade-level standards in MATH. 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.

To continue to support student progress in MATH, professional development will focus on studying and gaining an in-depth understanding of common core standards, strengthening tier one instruction, and administering common formative assessments (for all TK-5th grade students), and monitoring student progress together at grade level teams.

***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.

-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

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Students with Disabilities	Improvement in CAASPP meet/exceed proficiency	0%	15%	CAASPP Math	Annually
June 2021	3rd-5th	English Learner	Improvement in CAASPP meet/exceed proficiency	11%	17%	CAASPP Math	Annually
June 2021	3rd-5th	Black or African American	Improvement in CAASPP meet/exceed proficiency	50%	Will increase performance color based on CA Dashboard	CAASPP Math	Annually

Instructional Supports for Mathematics

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: English Learners, Black Youth, and students with disabilities.

***Strategy/Activity - Description**

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data, and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet in the sphere of success.

Grade level appropriate instructional materials will be purchased that enhance necessary skills for effective mathematics instruction.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02494U	Supplies		\$543.00	\$543.00	0249-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Supplemental instructional supplies to support math instruction
N02499S	Supplies		\$5,306.00	\$5,306.00	0249-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Supplemental instructional supplies to support math instruction
	Prof&Curriclm Dev Vist Tchr				0249-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N02499R	Provide release time for teachers to attend PLCs and Professional Development

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Prof&Curriclm Dev Vist Tchr				0249-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N0249AX	Provide release time for teachers to attend PLCs and Professional Development
	Supplies				0249-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N0249AN	Supplemental instructional supplies to support math instruction
	Software License				0249-30106-00- 5841-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N02495Q	Supplemental online math support

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:

Funds were allocated to fulfill our mission and school vision. Resources were allocated to support the academic, physical, and social-emotional needs of our population through staffing decisions including additional counseling supports, high-quality instructional materials, and access to common core aligned technology programs. Visiting teachers are funded to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies for English Learners.

Professional development will be planned and implemented for all grade levels with a specific focus on English Learners.

ELAC committee will meet five times a year to advise the principal and staff on the school's program for English Learners.

ELPAC data will be used to guide placement and instructional supports for our English Learners.

*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.

Online learning may present challenges to implementation within a virtual setting.

***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.

Daily Designated ELD instruction will occur in all classrooms on campus. Teachers will implement the Designated ELD component from the Benchmark Curriculum.

Professional development was provided in August 2020, on the topic of integrated and designated ELD.

***Integrated English Language Development**

- ELD strategies will continue to be embedded in all content areas using research-based strategies.
- English Learners will be monitored closely for language acquisition and academic progress.
- Conduct focused student-centered observations using the district's ELD Observation Tool to support feedback to classroom teachers.
- English Learners will receive intervention support to assist them in meeting grade-level standards and reclassification goals.

***Designated English Language Development**

Professional development was provided on the topic of Designated ELD during August 2020.

- Teachers will meet in PLCs to analyze data, closely monitoring English Learners' progress in language acquisition. Classroom teachers will adjust lessons and instructional practices as needed to support student learning. Setting language goals and targets will be a common practice in all PLCs.
- Each English Learner will engage in at least 30 minutes of daily Designated ELD.
- Conduct focused student-centered observations using the district's ELD Observation Tool to support feedback to classroom teachers.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	English Learner	Improvement in CAASPP ELA meet/exceed	17%	27%	CAASPP Math	Annually
June 2021	3rd-5th	English Learner	Improvement in CAASPP Math meet/exceed proficiency	11%	17%	CAASPP Math	Annually
June 2021	TK-5th Grade	English Learner	Increase a minimum of one performance level.	No Baseline due to changes in the scale score ranges from 17-18	90%	Summative ELPAC	Annually

*Identified Need									
English Learner students make up 34.8% (equating to 60 students) of the overall student population. According to the TK-5 ELPAC data, 28.3% of Rowan's English Learners are performing at Level 4 (well developed). 40% of Rowan's English Learners are performing at Level 3 (moderately developed). 21.7% of Rowan's English Learners are performing at Level 2 (somewhat developed). 10% of Rowan's English Learners are performing at Level 1 (beginning stage).									
*Online Learning Implications									
-Formative assessment data will be collected, analyzed, and feedback given to students. -Professional development will also be offered to teachers across the district serving this English Learner group -This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC for parents to consult, provide feedback or advise									
*Annual Measurable Outcomes (Closing the Equity Gap)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	3rd-5th	English Learner	80% of our ELs eligible for reclassification	100%	100%	Other (Describe in Objective)	Annually		
June 2021	3rd-5th	LTEL	All LTEL will move their EL status one level	varies per student	1 performance level increase	Summative ELPAC	Annually		
EL Instructional Supports and ELPAC Assessment									
*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									
ELPAC testing is an essential component to providing data that guides English Language Development instruction. Data from the ELPAC assessment will be analyzed during PLCs. Teachers will use this data to inform and guide their instruction. Visiting teachers bi-monthly to attend PLCs will release teachers. All English Learners will receive Designated ELD in their classrooms daily. Teachers will plan for DELD during PLCs. Supplies will be purchased to supplement the Designated ELD curriculum (ex: read aloud, color pictures for charts, pocket charts, etc.).									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0249B7	Retired NonClstrm Tchr Hrly		\$3,000.00	\$3,668.70	0249-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly time provided to conduct ELPAC testing and reclassification tasks

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Prof&Curriclm Dev Vist Tchr				0249-30100-00- 1192-1000-1110- 01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N02499R	Provide release time for PLCs and Professional Development
	Prof&Curriclm Dev Vist Tchr				0249-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0249AX	Provide release time for PLCs and Professional Development
	Supplies				0249-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N0249AN	Supplemental instructional resources and supports for English Language acquisition
	Supplies				0249-30100-00- 4301-1000-1110- 01000-0000	Title I Basic Program		Goal 3 - Mathematics Ref Id : N02494U	Supplemental instructional resources and supports for English Language acquisition
	Supplies				0249-30106-00- 4301-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 3 - Mathematics Ref Id : N02499S	Supplemental instructional resources and supports for English Language acquisition

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.

Last year findings around student progress toward goals were shared with parents and community via SSC.

We are still collecting and analyzing data on the effectiveness of the instructional strategies that were implemented last year.

*Major Differences

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

Online learning may present challenges to implementation within a virtual setting.

*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.

Rowan is in the process of establishing a system with a focus on targeted learning goals, responding to student needs using instructional strategies, and progress monitoring.

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3rd-5th Grade	Improvement in CAASPP ELA meet/exceed proficiency	10%	15%	Other (Describe in Objective)	Annually	
June 2021	3rd-5th Grade	Improvement in CAASPP Math meet/exceed proficiency	0%	15%	Other (Describe in Objective)	Annually	
*Identified Need							
According to the CAASPP data, 10% of Rowan's students with disabilities met or exceeded grade-level standards in ELA. *Note: There was limited accessible data for Math on the CAASPP due to the subgroup size.							
*Online Learning Implications							
<ul style="list-style-type: none"> -Implementation of IEP Services in Online Learning Setting -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc). -All staff will be working as a team to support all students to accelerate their learning. 							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th Grade	Students with Disabilities	Students will meet 100% of their IEP goals	Establishing baseline data	100%	Other (Describe in Objective)	Trimester

Professional Development

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

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

***Strategy/Activity - Description**

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet at grade level. Teachers will collaborate with Ed Specialists and Related Service Providers to ensure the appropriate accommodations and modifications are in place for student access and success.

To accelerate student progress, teachers at Rowan Elementary will be implementing a supplemental Benchmark Curriculum. This shift will ensure that all students have access to a guaranteed viable curriculum as well as a consistent supplemental curriculum. Professional development will be offered throughout the year to support teachers will this implementation.

***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				0249-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N02499R	Visiting teachers to provide release time for PLCs
	Prof&Curriclm Dev Vist Tchr				0249-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt		Goal 2 - English Language Arts Ref Id : N0249AX	Visiting teachers to provide release time for PLCs

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	Increase achievement in ELA	Baseline being established	Meet or Exceed	Grades	Trimester Grades
June 2021	TK-5	Black Youth	Increase achievement in Math	Baseline being established	Meet or Exceed	Grades	Trimester Grades

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Rowan site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Rowan Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Rowan Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Rowan Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
- ✓ 5. In the 2020-21 school year, Rowan Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Rowan Elementary 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.									
At Rowan, we understand the need to support our Black Youth. In looking at the data that has been collected previously, we are facing some challenges in determining how to best identify and track the educational supports and progress of this student group. We understand that students may identify themselves as "Two or More Races" or Black (not being an option) instead of using the provided "African-American" option. The African-American population at Rowan is less than 10% of our student population, so state-level data is not reported. We understand at our site that our Black Youth have additional needs that are not being met by the current systems we have in place and are working to move forward in establishing new systems to better support Black Youth and all students of color.									
*Online Learning Implications									
-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.									
-Implement culturally responsive-sustaining practices									
Supporting Social / Emotional Wellness									
*Students to be served by this Strategy/Activity									
Black Youth									
*Strategy/Activity - Description									
The Counselor and 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. In addition, the Counselor and Guidance Assistant will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism.									
*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				0249-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02491U	Support safe, supportive and collaborative school culture; decrease absenteeism; Facilitate culturally responsive strategies
	Guidance Asst				0249-30100-00-2404-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02491T	Support safe, supportive and collaborative school culture; decrease absenteeism; Facilitate culturally responsive strategies

Professional Development

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

Black Youth

***Strategy/Activity - Description**

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies. Teachers will plan and differentiate instruction and supports for black youth who are not yet in the sphere of success. Professional Development will include topics around culturally responsive teaching and cultivating an anti-racist and restorative culture.

***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				0249-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N02499R	Support release time for PLCs and Professional Development
	Prof&Curriclm Dev Vist Tchr				0249-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts Ref Id : N0249AX	Support release time for PLCs and Professional Development

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.

In order for parents to be involved, parents often request childcare support and translation. This allows our parents to receive training so they can directly support their children at home and school.

*Major Differences

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

Childcare and translation for parent training and meetings. However, the number of parents who attended training/meetings and utilized these supports was minimal.

Online learning may present challenges to implementation within a virtual setting.

*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.

Continue to provide childcare and translation for parent training/meetings (During school closure, physical childcare is not an option).

Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend training and meetings. All staff will work collaboratively to increase parent awareness of the importance and impact of parent involvement and academic achievements.

Historically, the families from our Primary Grades tend to have a higher percentage of involvement. This year we will focus on outreach to our upper-grade families.

*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	44%	51%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups	62%	72%	CAL - SCHLS (CSPS)
*Identified Need					
<p>According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 62% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 114 parents completed the survey in a student population of 256 students.</p> <p>Parent Involvement (indicators) that include only "Strongly Agree" responses:</p> <ul style="list-style-type: none"> -School allows input and welcomes parents' contributions=63% -School encourages me to be an active partner with the school in educating my child=61% -School actively seeks the input of parents before making important decisions=51% -Parents feel welcome to participate at this school=72% 					
*Online Learning Implications					
<ul style="list-style-type: none"> -Welcome Week hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all -Training for parents and other caregivers through district resources -Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise 					

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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	63%	70%	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	61%	70%	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	51%	60%	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	72%	80%	Other - Describe in Objective

Parent/Family Meeting Support

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

All families and students at school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Provide childcare, translation, and snacks for parent meetings/training. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend training and meetings. Meeting notices/training flyers will be sent home to families.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02499U	Other Support Prsnl PARAS Hrly		\$200.00	\$265.58	0249-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement			Support engagement by providing childcare and translation
	Inservice supplies				0249-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N024986	Home / School Connection; Parent Involvement
	Postage Expense				0249-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N02499V	Increase parent engagement through communication
	Tech Professional OTBS Hrly				0249-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N02499T	Support engagement by providing childcare and translation

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.

Resources were allocated to fund the following:

Funds were allocated to fulfill our mission and school vision. Resources were allocated to support the academic, physical, and social-emotional needs of our population through staffing decisions including additional counseling supports, high-quality instructional materials, and access to common core aligned technology programs. Visiting teachers are funded to release classroom teachers from the classroom for professional development/collaboration 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 learning communities (PLCs) however; there were inequities in our PLCs. Moving forward we need to focus on data, backward planning, and students' strengths.

The funds allocated to additional counseling will now fund five days of counseling services in the form of a two-day a week School Counselor and a five-day a week Guidance Assistant. This will ensure the social/emotional needs of our students are being met daily. This will allow the counselor to focus more on providing classrooms with the skills and motivation they need to succeed in their choice of college and career.

To accelerate student progress, teachers at Rowan Elementary will be implementing Benchmark Curriculum. This shift will ensure that all students have access to a guaranteed viable curriculum. Professional development will be offered throughout the year to support teachers with this implementation.

Online learning may present challenges to implementation within a virtual setting.

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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.

Supports, structures, data reports, and agendas will be created and utilized in all professional learning communities (PLCs). English Learners, Black Youth, and Students with Disabilities will be monitored monthly at each PLC. There will be a focus during all PLCs on planning and implementing differentiated instruction for our students that are not yet inside the sphere of success.

The counseling team, consisting of the Counselor and Guidance Assistant, will continue to collaborate with administration and other support staff (Physical Education coach, Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) to help accomplish the following: increase academic achievement and support social/emotional needs.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of students reading at or above grade level as measured by DRA2	38%	60%	Grade 3 ELA Reading	Trimester
June 2021	5th	Increase the percentage of students reading at or above grade level as measured by DRA2	86%	88%	Grade 5 ELA Reading	Trimester

*Identified Need

The 2017-18 3rd grade students who met or exceeded grade-level standards were at 60% (ELA). The 2017-19 5th grade students who met or exceeded grade-level standards were at 86% (ELA). Based on the data, we need to continue the focus to maintain and improve student achievement through the upper grades and close the achievement gap specifically with our English Learners, Black Youth, and our Students with Disabilities.

*Online Learning Implications

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

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	57%	67%	Other (Describe in Objective)	Monthly
June 2021	5th	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	67%	77%	Other (Describe in Objective)	Monthly
June 2021	3rd & 5th	Black or African American	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline being established	60%- 3rd / 88% 5th	Other (Describe in Objective)	Monthly

PD/PLCs

*Students to be served by this Strategy/Activity

All students at this school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd Grade and 5th Grade Students (including English Learners, Black Youth, and Students with Disabilities).

*Strategy/Activity - Description

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet reading at grade level.

*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				0249-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N02499R	Visiting teachers to provide release time for PLCs and/or Professional

Rowan Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									Development	
	Prof&Curriclm Dev Vist Tchr				0249-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Goal 2 - English Language Arts Ref Id : N0249AX	Visiting teachers to provide release time for PLCs and/or Professional Development

Social Emotional Learning and Supports

*Students to be served by this Strategy/Activity

All students at this school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd Grade and 5th Grade Students (including English Learners, Black Youth, and Students with Disabilities).

*Strategy/Activity - Description

The Counselor and 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. Also, the Counselor and Guidance Assistant will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will increase attendance and develop positive behaviors that support student achievement.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0249-09800-00-1210- 3110-0000-01000- 3104	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02491U	Support student attendance and positive learning behaviors
	Guidance Asst				0249-30100-00-2404- 3110-0000-01000- 0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02491T	Support student attendance and positive learning behaviors

*Additional Supports for this Strategy/Activity

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 impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. How will you foster a culture of STEAM?

Teachers and the principal will attend district STEAM training. Grade level teams will collaborate during PLCs on STEAM lessons. The school community will be invited to STEAM exhibitions. The principal will highlight STEAM work during Staff PDs and meetings with parents.

2. How will you build capacity to ensure fidelity and sustainability of STEAM?

The principal will conduct classroom walkthroughs during the STEAM block, provide planning time for teachers, and release time for teachers to observe each other implementing STEAM.

3. How will you support teachers in implementing STEAM lessons a minimum of 4 hours per week?

STEAM has been incorporated into teachers' daily schedules. Teachers have committed to implementing STEAM 4 hours per week.

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

Monitoring Instructional Content, Pedagogy, and Student Engagement

The site administrator will work alongside teachers and staff to ensure that the following are in place at the 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 are accustomed to visitors and receiving feedback to strengthen their practice.
- Classroom observations are conducted regularly to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- Create a culture where all staff know students' strengths/learning needs and can recognize if the instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and respond with appropriate next steps (learning experiences and/or supports):

- Develop and fine-tune a comprehensive assessment system.
- Implement three- to six-week data cycles to monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments.
- Utilize data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student strengths and needs for growth.
- Ensure that multiple learning opportunities and multiple assessment opportunities are provided to students to show new learning/understanding.
- Ensure that all students have access to rigorous and standards-based lessons that build on their strengths.

Targeted Professional Learning and Implementation

The site administrator along with the teachers and staff will continue to focus on creating a collaborative risk-taking environment for teachers and students and leads an instructional leadership team that 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 current

student data.

-Common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

Interpersonal Skills

-Model positive and productive relationships with staff, students, parents, and the community.

-Create a safe, supportive, and collaborative school culture that includes anti-racist and restorative practices where all staff, students, parents, and community feels supported and can have honest and trusting conversations about the work at Rowan.

-Value mutual respect and recognize multiple cultural perspectives and experiences.

-Views 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 the 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 and fine-tune current instructional practices.

-Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.

-Professional Development focused on Tier 1 Instruction grounded in data analysis, best instructional practices for 21st-century learning, balanced literacy, social-emotional learning, and engineering a safe, supportive, collaborative, anti-racist, and restorative school culture.

-Ensure all learning goals and targets are aligned with Common Core Standards, 21st Century learning needs & based on student data.

-Reflect on our work as educators and equity for ALL STUDENTS.

-Be comfortable with being uncomfortable

-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Online Learning Leadership Actions

Systems for pupil outreach and re-engagement:

- Attendance Team (attendance clerk, health tech, counselor, guidance assistant, and principal) will meet monthly to develop re-engagement and/or accountability plans for individual students/families based on our daily attendance monitoring log

- Attendance Team monitors targeted student attendance and student engagement informed by site attendance communication log used by support staff and classroom teachers

- Guidance Assistant, Counselor, and Principal schedule weekly home visits as needed to support families with re-engagement and/or accountability

plans

- The principal will utilize district resources and outreach teams when needed

Staff Training for Engaging Students and Building Relationships:

- Professional Development regarding Culturally Responsive Teaching and Quality Learning Interactions will be provided during "Welcome Week" and continued throughout the year

- Staff will study the elements of strong learning partnerships to ensure strong alliances are being developed with our students outside of the sphere of success using Zaretta Hammond's work.

Ensuring Equity and Consistency from Class to Class:

- Teachers will collaborate and share best practices to ensure consistency across classrooms through scheduled PLCs, staff meetings, and Professional Development

- Teachers will engage in a professional book study - Distance Learning Playbook by Doug Fisher, Nancy Frey, and John Hattie

- Professional Development and PLCs will include reflections and discussions around building an Anti-Racist and Restorative Culture as well as Quality Learning Interactions and Quality Teaching Practices

Ensuring processes are accessible to parents and families:

- The principal will utilize multiple means of communication to keep parents and the school community informed on events, resources, and district updates, such as Class Dojo, Facebook, school marquee and School Messenger

- The site will provide monthly student materials pick up and will be available for scheduled appointment pickups when necessary

- The support staff will provide technical help in Spanish for families when possible

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

Rowan Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 57,427.74

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)

\$ 113,801.53

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)	\$ 26,980.80
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 26,980.80

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$29,392.99
[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): \$ 29,392.99

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$113,801.53

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Rowan Elementary	09800 LCFF Intervention Support	School Counselor	1210	Counselor	0.2000	\$ 17,414.40
		School Counselor	3000			\$ 3,979.89
			1189	Retired Clsrm Teacher Hrly		\$ -
			1986	Retired NonClsrm Tchr Hrly		\$ 3,000.00
			3000			\$ 668.70
			4301	Supplies		\$ 4,330.00
	09800 LCFF Intervention Support Total				0.2000	\$ 29,392.99
	30100 Title I Basic Program	Guidance Asst	2404	Guidance/Attendance Asst	0.6875	\$ 22,354.75
		Guidance Asst	3000			\$ 26,009.43
			1192	Prof&Curriclm Dev Vist Tchr		\$ 6,000.00
			3000			\$ 1,337.40
			4301	Supplies		\$ 543.00
	30100 Title I Basic Program Total				0.6875	\$ 56,244.58
	30103 Title I Parent Involvement		2281	Other Support Prsnl PARAS Hrly		\$ 200.00
			2282	Other Support Prsnl OTBS Hrly		\$ -
			2455	Tech Professional OTBS Hrly		\$ 200.00
			3000			\$ 131.16
			4301	Supplies		\$ -
			4304	Inservice supplies		\$ 452.00
			5920	Postage Expense		\$ 200.00
	30103 Title I Parent Involvement Total					\$ 1,183.16
	30106 Title I Supplmnt Prog Imprvmnt		1192	Prof&Curriclm Dev Vist Tchr		\$ 12,000.00
			3000			\$ 2,674.80
			4301	Supplies		\$ 5,306.00
			5841	Software License		\$ 7,000.00
	30106 Title I Supplmnt Prog Imprvmnt Total					\$ 26,980.80
Grand Total					0.8875	\$ 113,801.53

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Rowan Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-20

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Rowan Elementary has developed a written Title I parent & family engagement policy with input from Title I parents.

- Parental input from parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, and English Learner Advisory Committee (ELAC) meetings will be shared with the School Site Council (SSC) to provide an organized, ongoing, and timely way of involving parents in the planning, review, and decision-making for improvement of the program.
- School wide calendars and notices will be sent home informing parents of all meetings of interest. Meeting notices will also be posted on Class Dojo, Rowan's Facebook page, and our Rowan PTA Facebook page. For special meetings, targeted language groups will receive notices in their primary language. School flyers will be used to advertise parent meetings and training sessions offered at Rowan Elementary, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt will be made to contact parents in their primary language. Information will also be updated on our marquee.
- During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, and English Learner Advisory Committee (ELAC) meetings opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion, and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review or action will be placed on the agenda for the next regularly scheduled meeting by the school administration and SSC Chair.
- Parents will be notified annually of individual student assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information will be available in several languages.

Rowan Elementary has distributed the policy to parents of Title I students.

- The Title I Parent Involvement Policy will be distributed during the first six weeks of school.
- The Principal will review and explain the Title I Parent Involvement Policy during the October Chat (September 30, 2020) with the Principal.

The policy describes the means for carrying out the following 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])?

Involvement of Parents in the Title I Program:

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

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]).

- The Principal will inform parents of Title I students about Title I requirements and about the rights of parents during the October Chat (September 30, 2020) with the Principal.

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]).

- Rowan Elementary will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings will include:
 - o Improving communication between the school and home
 - o Discussing current student assessment data and student progress
 - o Discussing attendance data
 - o Providing information about school and district resources for student academic improvement
 - o Evaluating the effectiveness of the school's Parent Involvement Policy to increase parent participation in Title I activities
 - o Conferencing with teachers
 - o Providing training programs and workshops to help parents support and work with their children at home and at school.

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 parental involvement policy (ESSA Section 1116[c][3]).

- During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings, the school will involve parents of Title I students in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy.

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]).

- During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings information will be provided to parents about Title I programs.
- During these meetings, opportunities will be provided for parental suggestions regarding Title I programs. These suggestions will be reviewed in a timely fashion, and, if possible, responses will be given by the next scheduled meeting.

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]).

- During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings the school will provide parents of Title I students with an explanation of the curriculum used. The school will also explain the assessments used to measure student growth. Proficiency levels students are expected to meet will be explained at these meetings as well.
- During Parent Teacher Conferences, teachers will explain the curriculum used, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

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]).

- Rowan Elementary will provide a flexible number of meetings to allow for parents to participate in decisions relating to the education of their children. These monthly meetings will be scheduled by the school in languages appropriate for the parent groups.
- The Parent Involvement Policy will be reviewed during the annual review of the Single Plan for Student Achievement (SPSA).

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 below.

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]).

Home/School Compact:

Rowan Elementary distributes to parents of Title I students a Home/School Compact. The 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. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities

At Rowan Elementary:

- The Home/School Compact will be distributed during the first six weeks of school.
- The Principal will review and explain the Home/School Compact during the October Chat (September 30, 2020) with the Principal.
- The Home/School Compact will be reviewed and parental input will be taken into consideration during the October Chat with the Principal and during Rowan School Site Council meetings.

Building Capacity for Involvement:

Rowan Elementary engages Title I parents in meaningful interactions with the school. It 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings the school will provide parents of Title I students with assistance in understanding the state's academic content standards. The school will also explain the assessments used to measure student growth. Proficiency levels students are expected to meet will be explained at these meetings as well.
 - During Parent Teacher Conferences, teachers will explain the curriculum used, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - During quarterly Parent Workshops, the state's content standards will be shared with parents. Parents will be instructed on how they can support and monitor their children's academic progress.

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]).

- o During parent meetings, such as Monthly Chats with the Principal, Parent Teacher Association (PTA) meetings, School Site Council (SSC), and English Language Advisory Committee (ELAC) meetings, the school will provide parents with materials and trainings to help them work with their children to improve their children's achievement.
- o During Parent Teacher Conferences, teachers will provide parents with materials to help them work with their children to improve their children's achievement.
- o Quarterly Academic Parent Workshops will be held on various topics (High Impact Home Strategies, Smarter Balanced Testing, Writing, etc). Parents will be provided with tools, resources and materials to help them work with their children.

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]).

- o During monthly Staff PDs and monthly PLCs, the school educates staff members about the value of parent contributions, and in how to work with parents as equals.

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]).

- o The Title I Parental Improvement Program is integrated into existing meetings such as Monthly Chats with the Principal, SSC, PTA meetings, and ELAC meetings.
- o Parents are encouraged through Class Dojo, Facebook, and weekly SchoolMessenger calls to fully participate in the education of their children.

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]).

- o School-wide calendars and notices will be sent home informing parents of all meetings of interest. Meeting notices will also be posted on Class Dojo, our Rowan Website and our Rowan PTA Facebook page. For special meetings, targeted language groups will receive notices in their primary language. School flyers will be used to advertise parent meetings and training sessions offered at Rowan Elementary, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt will be made to contact parents in their primary language. Information will also be updated on our marquee.

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

- o Translation services will be provided to support our parents.
- o Childcare will be offered.

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]).

Rowan Elementary provides opportunities for the participation of all Title I 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.

- o Translation services will be provided to support our parents.
- o Childcare will be offered.
- o ALL parents are encouraged to fully participate
- o ALL parents are welcomed and valued at Rowan.

If the school wide 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.

This policy was adopted by Rowan Elementary School on October 1, 2020 and will be in effect for the period of the 2020-2021 school year.

*During school closure some of the above activities / agreements will not be available until school resumes in person.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 10, 2020

Nicole Weber

Principal of Rowan

DATE APPROVED: 10-1-20

APPENDIX C

SCHOOL PARENT COMPACT



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

ROWAN ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

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

Rowan Elementary 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?

SCHOOL RESPONSIBILITIES

Rowan Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
 - High quality curriculum and instruction aligned with the Common Core State Academic Standards is the cornerstone of our academic programs. Teachers plan English Language Arts using the Benchmark Curriculum and other standards based resources. Teachers collaboratively plan to ensure that every child has access to curriculum that will help them meet grade level standards. Rowan teachers use Envision Math and other standards based curriculum including district resources to guide daily math instruction. Focused English Language Development is provided to all English Learners to support and accelerate their English language acquisition. Positive Behavioral Interventions and Supports and

Restorative Practices are implemented school wide to provide a supportive, safe and welcoming learning environment for all students.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - Our Parent/Teacher Conferences will be held November 2020 & March 2021. Conferences will be available before school, in the afternoon, and evening as necessary to support family involvement. Translation will be provided as needed.

3. Provide parents with frequent reports on their child's progress.
 - All Rowan families receive regular communication regarding their child's academic progress and behavior via writing and/or technology. In addition, parent conferences are scheduled when requested by families. Families with children who receive Specialized Academic Instruction will be contacted by support providers on a frequent basis regarding progress on goals.

4. Provide parents reasonable access to staff.
 - Teachers are available by phone, the internet, and in person (when schools are safe to reopen and health and safety guidelines allow) to consult with families. Any parent who would like to schedule a meeting with a staff member just needs to make the request verbally or in writing and all attempts are made to schedule this meeting as soon as possible. Most teachers are also available before or after school for drop-in informal discussions and office hours during online learning.
 - Parents/Guardians have the right to visit their child's classroom to observe activities. The time and date of the visitations must be arranged in advance with the teacher. Please allow for 48 hours notice.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - The first Friday of every month is designated as Family Friday. These events focus on: Literacy, Math, Health/PE, the Arts, Writing, and Science. Parents are encouraged to volunteer in their child's classroom, attend field trips, student performances, and participate in all school wide activities. Parents who are part of the Rowan PTA are seen around campus daily, helping students and teachers and supporting school wide projects. All volunteers need to complete the district's volunteer application (when schools are safe to reopen and health and safety guidelines allow).

STAFF RESPONSIBILITIES

We, as staff, will support our students' learning by:

- Providing high-quality curriculum and instruction.
- Motivating all students to learn.
- Having high expectations and helping every child to develop a love of learning.
- Communicating regularly with families about student progress.
- Providing a warm, safe, and caring learning environment.
- Providing meaningful homework assignments to reinforce and extend learning.
- Participating in professional development opportunities that improve teaching and learning and support the partnerships with families and the community.

- Actively participating in collaborative decision making and consistently working with families and our school colleagues to make Rowan accessible and welcoming for our families. This partnership will help each student achieve the school's high academic standards.
- **Respecting the school, students, staff, and families.**

***PARENT* RESPONSIBILITIES**

We, as parents, will support our child's learning by:

- Valuing education and supporting lifelong learning for both children and adults.
- Providing a safe and secure environment, leading by example and following all school rules.
- Monitoring attendance.
- Providing a quiet time and place for homework and making sure that homework is completed.
- Monitoring TV viewing, non-educational technology use and video gaming.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Attend Fall and Spring Parent/Teacher Conferences and at least 1 Open House.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by listening to SchoolMessenger messages, following Social Media sites, and monitoring Class Dojo messages.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school/district advisory groups.
- Volunteering and supporting, to the extent possible, our Parent Teacher Association (PTA).
- Ensuring that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- **Respecting the school, staff, students, and families.**

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Doing my best every day.
- Having a positive and respectful attitude.
- Following the *Rowan Way*: Be Kind, Be Brave, Be Responsible, Dream Big! Gooo Roadrunners!
- Doing my homework as assigned by the teachers and asking for help when I need it.
- Reading at least 20-30 minutes every day outside of school time.
- Giving my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Choosing healthy habits and limiting my TV watching, non-educational technology use, and video game playing.
- Balancing inside and outside activities
- Communicating regularly with my parents/family and teachers about school experiences so that they can help me to be successful in school.
- **Respecting the school, classmates, staff and families.**

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?

Our Parent/Teacher Conferences will be held November 2020 & March 2021. Conferences will be available before school, in the afternoon, and evening as necessary to support family involvement. Translation will be provided as needed. At these conferences, staff will assist parents and family members in understanding the state's academic content standards, assessments, and how progress is monitored and instruction is tailored to individual student needs.

During parent meetings, such as Monthly Chats with the Principal, School Site Council, and English Language Advisory Committee, information will be shared with parents regarding the state's academic content standards, assessments, and how progress is monitored and instruction is tailored to individual student needs.

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?

The Title I Parent Involvement Policy is distributed during the first six weeks of school. The Principal will review and explain Title I and the Parent Involvement Policy during the October Chat (September 30, 2020) with the Principal. Materials will be provided at that time.

Parents will be invited to attend training throughout the year focusing on academics, health and wellness, and parenting strategies.

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?

The first Friday of every month is designated as Family Friday. These events focus on: Literacy, Math, Health/PE, the Arts, Writing, and Science. Parents are encouraged to volunteer in their child's classroom, attend field trips, student performances, and participate in all school wide activities. Parents who are part of the Rowan PTA are seen around campus daily, helping students and teachers and supporting school wide projects. All volunteers need to complete the district's volunteer application. Parent leadership is encouraged at Rowan by the Principal.

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 to more fully participate in the education of their children (ESSA Section 1116[e][4]) in which ways?

The Title I Parent Involvement Program is integrated into existing meetings such as Monthly Chats with the Principal, School Site Council, PTA meetings, and ELAC meetings.

Parents are encouraged through Class Dojo, Facebook, and weekly SchoolMessenger calls to fully participate in the education of their child.

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?

School-wide calendars and notices will be sent home informing parents of all meetings of interest. Meeting notices will also be posted on Class Dojo, our Rowan Website (once the new platform is updated) and our Rowan PTA Facebook page. For special meetings, targeted language groups will receive notices in their primary language. School flyers will be used to advertise parent meetings and training sessions offered at Rowan Elementary, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt will be made to contact parents in their primary language. Information will also be updated on our marquee.

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?

Translation services will be provided to support our parents. Childcare will be offered.

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?

Rowan Elementary provides opportunities for the participation of all Title I 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.

- Translation services will be provided to support our parents.
- Childcare will be offered.
- ALL parents are encouraged to fully participate
- ALL parents are welcomed and valued at Rowan.

This Compact was adopted by Rowan Elementary School on October 1, 2020 and will be in effect for the period of one year.

*During school closure some of the above activities / agreements will not be available until school resumes in person.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 2, 2020.

Nicole Weber

Principal of Rowan Elementary

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
- CSPA 2018-2019

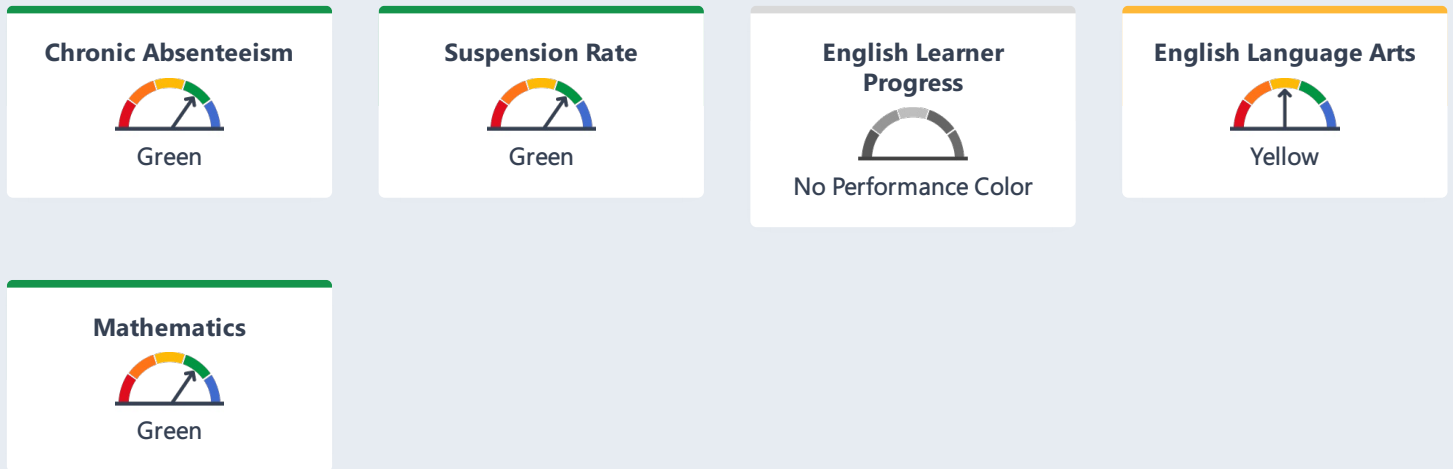
Reclassification data results can be requested from the school site.

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.

Rowan Elementary

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

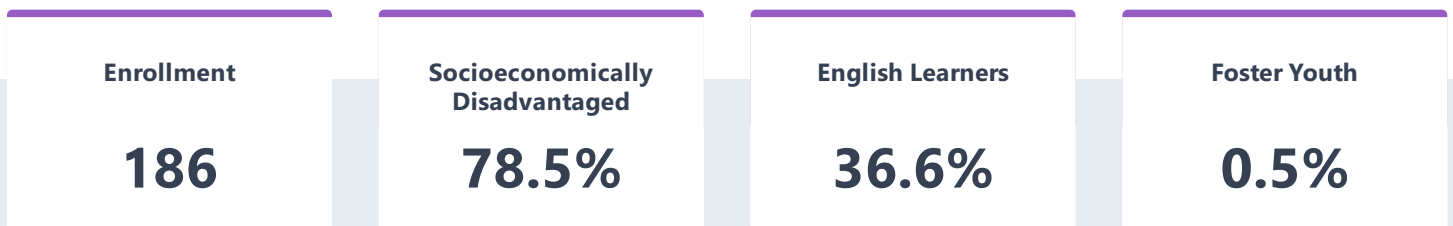


School Details

NAME Rowan Elementary	ADDRESS 1755 Rowan Street San Diego, CA 92105-5631	WEBSITE N/A	GRADES SERVED K-5
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Student Population

Explore information about this school's student population.



Academic Performance

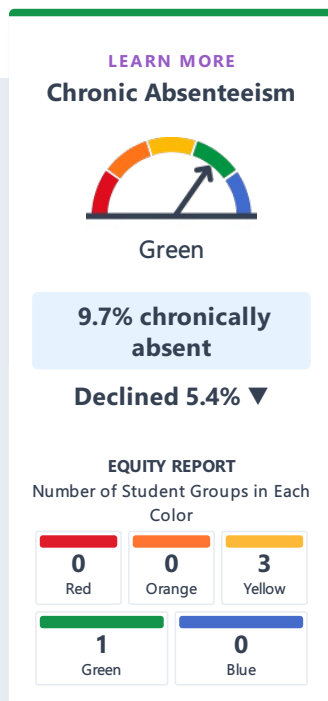
View Student Assessment Results and other aspects of school performance.



ROWAN ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Green

1.5% suspended at least once

Declined 0.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	3 Yellow
0 Green	0 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

8.3 points above standard

Maintained -0.9 Points

Number of Students: 84

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Homeless

Two or More Races

Students with Disabilities

White



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

37.1 points above standard

No Data

Number of Students: 12

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



No Performance Color

69.9 points below standard

No Data

Number of Students: 14

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



Orange

8.9 points below standard

Declined 3.9 Points ▼

Number of Students: 41

Hispanic



Yellow

0.4 points above standard

Declined 5.8 Points ▼

Number of Students: 58

Socioeconomically Disadvantaged



Yellow

4 points above standard

Maintained -0.2 Points

Number of Students: 66

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	28.3 points below standard	9.2 points above standard	8.3 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners

64.7 points below standard

Declined 3.1 Points ▼

Number of Students: 18

Reclassified English Learners

34.7 points above standard

Declined 16.8 Points ▼

Number of Students: 23

English Only

15.5 points above standard

Increased 6.4 Points ▲

Number of Students: 37

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

14.2 points below standard

Increased 7 Points ▲

Number of Students: 84

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

Hispanic



Yellow

No Students



Green

English Learners

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

African American

Asian

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

32.1 points above standard

No Data

Number of Students: 12

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



No Performance Color

97.4 points below standard

No Data

Number of Students: 14

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Orange

26.5 points below standard

Maintained -1.9 Points

Number of Students: 58

English Learners



Green

24.6 points below standard

Increased 14.7 Points ▲

Number of Students: 41

Socioeconomically Disadvantaged



Green

20.4 points below standard

Increased 6.4 Points ▲

Number of Students: 66

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	42.2 points below standard	21.2 points below standard	14.2 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

63.6 points below standard

Maintained 1.8 Points

Number of Students: 18

Reclassified English Learners

5.9 points above standard

Increased 19 Points ▲

Number of Students: 23

English Only

9.8 points below standard

Increased 5.8 Points ▲

Number of Students: 37

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.

[LEARN MORE](#)

English Learner Progress

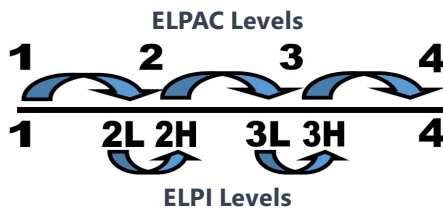
50% making progress towards English language proficiency

Number of EL Students: 32

Performance Level

Medium

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



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

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	21.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	28.1%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	50%

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



Green

9.7% chronically absent

Declined 5.4% ▼

Number of Students: 195

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged



Green

English Learners



Blue

No Students



No Performance Color

American Indian

Asian

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: 2

Asian



No Performance Color

4.8% chronically absent

Declined 6.3% ▼

Number of Students: 21

African American



No Performance Color

20% chronically absent

Increased 9.7% ▲

Number of Students: 15

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: 4

Homeless



No Performance Color

33.3% chronically absent

Increased 7% ▲

Number of Students: 18

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 11

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Students with Disabilities



Yellow

13.9% chronically absent

Declined 5.5% ▼

Number of Students: 36

Hispanic



Yellow

11% chronically absent

Declined 6.3% ▼

Number of Students: 136

Socioeconomically Disadvantaged



Yellow

11.1% chronically absent

Declined 6.6% ▼

Number of Students: 153

English Learners



Green

7.1% chronically absent

Declined 12% ▼

Number of Students: 70

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



Green

1.5% suspended at least once

Declined 0.3% ▼

Number of Students: 202

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

English Learners

Hispanic

Students with Disabilities



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White

African American



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 21

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: 4

Homeless



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 21

Two or More Races



No Performance Color

0% suspended at least once

Declined 7.7% ▼

Number of Students: 11

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Socioeconomically Disadvantaged



Orange

1.9% suspended at least once

Increased 1.3% ▲

Number of Students: 160

English Learners



Yellow

1.4% suspended at least once

Maintained 0%

Number of Students: 72

Hispanic



Yellow

2.1% suspended at least once

Maintained -0.2%

Number of Students: 141

Students with Disabilities



Yellow

5.1% suspended at least once

Declined 4.5% ▼

Number of Students: 39



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	97	39.2	94	42.6	96	41.7	87	51.7	82	52.4	13.2	0.7	97	23.7	95	24.2	97	30.9	87	39.1	83	43.4	19.7	4.3
Female	40	50.0	41	58.5	44	50.0	44	63.6	42	54.8	4.8	-8.8	40	25.0	42	28.6	44	29.5	44	43.2	42	38.1	13.1	-5.1
Male	57	31.6	53	30.2	52	34.6	43	39.5	40	50.0	18.4	10.5	57	22.8	53	20.8	53	32.1	43	34.9	41	48.8	26.0	13.9
African American	14	50.0	15	53.3	14	35.7	16	43.8	7	-	-	-	14	14.3	15	13.3	14	21.4	16	12.5	7	-	-	-
Asian**	0	-	0	-	0	-	1	-	12	75.0	-	-	0	-	0	-	0	-	1	-	12	83.3	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	64	29.7	55	36.4	65	36.9	57	50.9	56	46.4	16.7	-4.5	64	25.0	56	17.9	66	27.3	57	42.1	57	35.1	10.1	-7.0
Indochinese**	8	-	8	-	6	-	5	-	-	-	-	-	8	-	8	-	6	-	5	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	5	-	4	-	5	-	4	-	2	-	-	-	5	-	4	-	5	-	4	-	2	-	-	-
Multiracial	6	-	12	41.7	6	-	4	-	5	-	-	-	6	-	12	33.3	6	-	4	-	5	-	-	-
English Learner	32	21.9	22	31.8	18	5.6	17	5.9	18	16.7	-5.2	10.8	32	15.6	23	8.7	19	0.0	17	5.9	19	10.5	-5.1	4.6
English-Speaking	65	47.7	72	45.8	78	50.0	70	62.9	64	62.5	14.8	-0.4	65	27.7	72	29.2	78	38.5	70	47.1	64	53.1	25.4	6.0
Reclassified†	17	64.7	14	71.4	20	65.0	16	81.3	23	60.9	-3.8	-20.4	17	52.9	14	42.9	20	55.0	16	43.8	23	60.9	8.0	17.1
Initially Eng. Speaking	48	41.7	58	39.7	58	44.8	54	57.4	41	63.4	21.7	6.0	48	18.8	58	25.9	58	32.8	54	48.1	41	48.8	30.0	0.7
Econ. Disadv.*	97	39.2	73	42.5	74	36.5	68	51.5	64	51.6	12.4	0.1	97	23.7	74	23.0	75	24.0	68	39.7	64	42.2	18.5	2.5
Non-Econ. Disadv.	0	-	21	42.9	22	59.1	19	52.6	18	55.6	-	3.0	0	-	21	28.6	22	54.5	19	36.8	19	47.4	-	10.6
Gifted	22	68.2	18	72.2	19	63.2	12	66.7	8	-	-	-	22	54.5	18	50.0	19	52.6	12	75.0	8	-	-	-
Not Gifted	75	30.7	76	35.5	77	36.4	75	49.3	74	47.3	16.6	-2.0	75	14.7	77	18.2	78	25.6	75	33.3	75	37.3	22.6	4.0
With Disabilities	8	-	0	-	0	-	4	-	10	10.0	-	-	8	-	7	-	0	-	4	-	10	0.0	-	-
WO Disabilities	89	42.7	87	46.0	88	45.5	83	53.0	72	58.3	15.6	5.3	89	25.8	88	26.1	89	33.7	83	41.0	73	49.3	23.5	8.3
Homeless	2	-	0	-	2	-	4	-	5	-	-	-	2	-	2	-	0	-	4	-	5	-	-	-
Foster	0	-	0	-	0	-	1	-	1	-	-	-	0	-	2	-	0	-	1	-	1	-	-	-
Military	8	-	7	-	8	-	5	-	6	-	-	-	8	-	7	-	8	-	5	-	6	-	-	-

* 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
Rowan
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	35	34.3	30	53.3	33	36.4	26	34.6	33	45.5	11.2	10.9	35	22.9	30	30.0	33	27.3	26	46.2	34	47.1	24.2	0.9
Female	12	41.7	13	76.9	14	42.9	14	50.0	17	41.2	-0.5	-8.8	12	25.0	13	30.8	14	28.6	14	50.0	17	35.3	10.3	-14.7
Male	23	30.4	17	35.3	19	31.6	12	16.7	16	50.0	19.6	33.3	23	21.7	17	29.4	19	26.3	12	41.7	17	58.8	37.1	17.1
African American	4	-	7	-	4	-	4	-	2	-	-	-	4	-	7	-	4	-	4	-	2	-	-	-
Asian**	0	-	0	-	0	-	1	-	8	-	-	-	0	-	0	-	0	-	1	-	8	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	26	30.8	15	46.7	22	27.3	18	33.3	19	36.8	6.0	3.5	26	30.8	15	26.7	22	22.7	18	50.0	20	30.0	-0.8	-20.0
Indochinese**	1	-	2	-	3	-	0	-	-	-	-	-	1	-	2	-	3	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	2	-	2	-	1	-	1	-	-	-	2	-	2	-	2	-	1	-	1	-	-	-
Multiracial	2	-	4	-	2	-	2	-	3	-	-	-	2	-	4	-	2	-	2	-	3	-	-	-
English Learner	15	33.3	8	-	10	10.0	6	-	7	-	-	-	15	26.7	8	-	10	0.0	6	-	8	-	-	-
English-Speaking	20	35.0	22	54.5	23	47.8	20	45.0	26	53.8	18.8	8.8	20	20.0	22	36.4	23	39.1	20	55.0	26	57.7	37.7	2.7
Reclassified†	1	-	1	-	4	-	4	-	10	40.0	-	-	1	-	1	-	4	-	4	-	10	70.0	-	-
Initially Eng. Speaking	19	31.6	21	52.4	19	42.1	16	37.5	16	62.5	30.9	25.0	19	15.8	21	33.3	19	31.6	16	56.3	16	50.0	34.2	-6.3
Econ. Disadv.*	35	34.3	20	60.0	25	32.0	21	28.6	27	44.4	10.1	15.8	35	22.9	20	30.0	25	20.0	21	42.9	27	44.4	21.5	1.5
Non-Econ. Disadv.	0	-	10	40.0	8	-	5	-	6	-	-	-	0	-	10	30.0	8	-	5	-	7	-	-	-
Gifted	7	-	6	-	5	-	1	-	3	-	-	-	7	-	6	-	5	-	1	-	3	-	-	-
Not Gifted	28	28.6	24	54.2	28	28.6	25	32.0	30	40.0	11.4	8.0	28	17.9	24	25.0	28	25.0	25	44.0	31	41.9	24.0	-2.1
With Disabilities	2	-	0	-	0	-	1	-	5	-	-	-	2	-	0	-	0	-	1	-	5	-	-	-
WO Disabilities	33	36.4	30	53.3	31	38.7	25	36.0	28	53.6	17.2	17.6	33	24.2	30	30.0	31	29.0	25	48.0	29	55.2	31.0	7.2
Homeless	1	-	0	-	2	-	2	-	1	-	-	-	1	-	0	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	4	-	3	-	0	-	1	-	-	-	1	-	4	-	3	-	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
Rowan
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	30	43.3	34	35.3	28	57.1	30	53.3	25	44.0	0.7	-9.3	30	33.3	35	17.1	28	53.6	30	26.7	25	40.0	6.7	13.3
Female	16	56.3	14	50.0	15	73.3	14	57.1	14	57.1	0.8	0.0	16	37.5	15	13.3	15	46.7	14	28.6	14	42.9	5.4	14.3
Male	14	28.6	20	25.0	13	38.5	16	50.0	11	27.3	-1.3	-22.7	14	28.6	20	20.0	13	61.5	16	25.0	11	36.4	7.8	11.4
African American	3	-	3	-	7	-	4	-	3	-	-	-	3	-	3	-	7	-	4	-	3	-	-	-
Asian**	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	18	27.8	24	37.5	16	56.3	21	52.4	18	33.3	5.5	-19.1	18	27.8	25	20.0	16	50.0	21	28.6	18	38.9	11.1	10.3
Indochinese**	6	-	1	-	2	-	3	-	-	-	-	-	6	-	1	-	2	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	2	-	1	-	1	-	1	-	-	-	0	-	2	-	1	-	1	-	1	-	-	-
Multiracial	3	-	4	-	2	-	1	-	2	-	-	-	3	-	4	-	2	-	1	-	2	-	-	-
English Learner	10	20.0	10	20.0	3	-	8	-	7	-	-	-	10	10.0	11	0.0	3	-	8	-	7	-	-	-
English-Speaking	20	55.0	24	41.7	25	64.0	22	68.2	18	50.0	-5.0	-18.2	20	45.0	24	25.0	25	60.0	22	36.4	18	50.0	5.0	13.6
Reclassified†	8	-	4	-	6	-	6	-	4	-	-	-	8	-	4	-	6	-	6	-	4	-	-	-
Initially Eng. Speaking	12	41.7	20	30.0	19	57.9	16	68.8	14	42.9	1.2	-25.9	12	33.3	20	20.0	19	57.9	16	37.5	14	50.0	16.7	12.5
Econ. Disadv.*	30	43.3	29	34.5	20	50.0	24	58.3	19	42.1	-1.2	-16.2	30	33.3	30	20.0	20	45.0	24	25.0	19	36.8	3.5	11.8
Non-Econ. Disadv.	0	-	5	-	8	-	6	-	6	-	-	-	0	-	5	-	8	-	6	-	6	-	-	-
Gifted	7	-	7	-	6	-	4	-	1	-	-	-	7	-	7	-	6	-	4	-	1	-	-	-
Not Gifted	23	26.1	27	25.9	22	54.5	26	50.0	24	41.7	15.6	-8.3	23	17.4	28	10.7	22	50.0	26	19.2	24	37.5	20.1	18.3
With Disabilities	3	-	0	-	0	-	3	-	3	-	-	-	3	-	4	-	0	-	3	-	3	-	-	-
WO Disabilities	27	48.1	30	40.0	28	57.1	27	55.6	22	50.0	1.9	-5.6	27	37.0	31	19.4	28	53.6	27	29.6	22	45.5	8.5	15.9
Homeless	0	-	0	-	1	-	1	-	2	-	-	-	0	-	2	-	0	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	3	-	2	-	2	-	-	-	3	-	1	-	3	-	2	-	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
Rowan
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	32	40.6	30	40.0	35	34.3	31	64.5	24	70.8	30.2	6.3	32	15.6	30	26.7	36	16.7	31	45.2	24	41.7	26.1	-3.5
Female	12	50.0	14	50.0	15	33.3	16	81.3	11	72.7	22.7	-8.6	12	8.3	14	42.9	15	13.3	16	50.0	11	36.4	28.1	-13.6
Male	20	35.0	16	31.3	20	35.0	15	46.7	13	69.2	34.2	22.5	20	20.0	16	12.5	21	19.0	15	40.0	13	46.2	26.2	6.2
African American	7	-	5	-	3	-	8	-	2	-	-	-	7	-	5	-	3	-	8	-	2	-	-	-
Asian**	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	20	30.0	16	25.0	27	33.3	18	66.7	19	68.4	38.4	1.7	20	15.0	16	6.3	28	17.9	18	50.0	19	36.8	21.8	-13.2
Indochinese**	1	-	5	-	1	-	2	-	-	-	-	-	1	-	5	-	1	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	0	-	2	-	2	-	0	-	-	-	3	-	0	-	2	-	2	-	0	-	-	-
Multiracial	1	-	4	-	2	-	1	-	0	-	-	-	1	-	4	-	2	-	1	-	0	-	-	-
English Learner	7	-	4	-	5	-	3	-	4	-	-	-	7	-	4	-	6	-	3	-	4	-	-	-
English-Speaking	25	52.0	26	42.3	30	40.0	28	71.4	20	85.0	33.0	13.6	25	20.0	26	26.9	30	20.0	28	50.0	20	50.0	30.0	0.0
Reclassified†	8	-	9	-	10	50.0	6	-	9	-	-	-	8	-	9	-	10	40.0	6	-	9	-	-	-
Initially Eng. Speaking	17	52.9	17	35.3	20	35.0	22	63.6	11	90.9	38.0	27.3	17	11.8	17	23.5	20	10.0	22	50.0	11	45.5	33.7	-4.5
Econ. Disadv.*	32	40.6	24	37.5	29	31.0	23	65.2	18	72.2	31.6	7.0	32	15.6	24	20.8	30	13.3	23	52.2	18	44.4	28.8	-7.8
Non-Econ. Disadv.	0	-	6	-	6	-	8	-	6	-	-	-	0	-	6	-	6	-	8	-	6	-	-	-
Gifted	8	-	5	-	8	-	7	-	4	-	-	-	8	-	5	-	8	-	7	-	4	-	-	-
Not Gifted	24	37.5	25	28.0	27	29.6	24	66.7	20	65.0	27.5	-1.7	24	8.3	25	20.0	28	7.1	24	37.5	20	30.0	21.7	-7.5
With Disabilities	3	-	0	-	0	-	4	-	2	-	-	-	3	-	3	-	0	-	4	-	2	-	-	-
WO Disabilities	29	44.8	27	44.4	29	41.4	31	64.5	22	72.7	27.9	8.2	29	17.2	27	29.6	30	20.0	31	45.2	22	45.5	28.3	0.3
Homeless	1	-	0	-	2	-	1	-	2	-	-	-	1	-	0	-	0	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	0	-	3	-	3	-	-	-	4	-	2	-	0	-	3	-	3	-	-	-

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

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

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

APPENDIX E**2020-21 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: ROWAN ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1: Additional Counseling Services

***Strategy/Activity - Description**

The Counselor and Guidance Assistant will continue to support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Counselor and Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. The Guidance Assistant and Counselor will conduct monthly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant and Counselor will also be an active member of the Attendance Committee.

***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 - NEW POSN, SBB2512325	0.20000	\$20,231.50	09800-1210	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism.	No place for hate coordination; engaging students in experiences to support a safe, collaborative and inclusive environment.	n/a	No modifications

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1 Supports for ELA

***Strategy/Activity - Description**

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet in the sphere of success.

Teachers will implement daily Designated ELD to support English Learners.

Teachers will implement supplemental Benchmark Curriculum school-wide.

Grade level appropriate supplemental instructional materials will be purchased that enhance necessary skills for effective reading instruction.

Funding has been allocated to purchase licenses and fees for software and/or online reading resources. Each classroom teacher will have access to RAZ Kids, Benchmark On-Line, Scholastic News and/or Starfall to support student learning in literacy. RAZ Kids, Starfall, Benchmark On-Line: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of 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.
Supplies		\$4,639.00	09800-4301	Support closing the achievement gap in ELA and Math; English Learners, Graduation, Students with Disabilities.	Supplies for ELA and Math instruction such as individual student journals, highlighters and sticky notes, whiteboards and chart paper for number talk engagement.	Needing a more efficient system for inventory and ordering for supply room	Principal to work with the ESA and BSS to secure a system that ensures supplies are easily accessible for teachers

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

ELPAC testing is an essential component to providing data that guides English Language Development instruction. Data from the ELPAC assessment will be analyzed during PLCs. Teachers will use this data to inform and guide their instruction. Teachers will be released by visiting teachers bi-monthly to attend PLCs. All English Learners will receive Designated ELD in their classrooms daily. Teachers will plan for DELD during PLCs. Supplies will be purchased to supplement Designated ELD curriculum (ex: read alouds, color pictures for charts, pocket charts, etc).

***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.
Retired Clsrm Teacher Hrly		\$2,500.18	09800-1189	Hourly time provided to conduct ELPAC testing.	Retired teacher engaging in training to administer new online ELPAC to assess initial and annual levels of English Learners	The time proposed is looking to be take much longer per assessment	Possible reallocation of funds to pay for overage of time budgeted originally
Supplies	--	--	09800-4301	Support closing the achievement gap for English Learners			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?
Oversee timecards and budget to balance by April. EL scores analyzed for instructional implications to plan for in PLCs.

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: ROWAN 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: Additional Counseling Services

***Strategy/Activity - Description**

The Counselor and 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. In addition, the Counselor and Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism. The Guidance Assistant and Counselor will conduct monthly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school everyday and on time. The Guidance Assistant and Counselor will also be an active member of the Attendance Committee.

***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 - NEW POSN, SBB2512322	0.68750	\$45,897.00	30100-2404	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism.		<i>Position not filled until Feb unable to evaluate</i>	

Note/Reminders (optional):

Strategy/Activity 2: Home School Connections

***Strategy/Activity - Description**

Hourly time for office staff to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, parent connection, school/home communication).

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Postage stamps will be purchased to support school/home communication.

Inservice supplies will be purchased to encourage families to attend parent meetings.

*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 OTBS Hrly		\$257.66	30103-2282	Decrease chronic absenteeism rate (SARB, parent connection, school/home communication).			
Inservice supplies		\$500.00	30103-4304	School/home connection	<i>effective</i>		
Postage Expense		\$200.00	30103-5920	School/home communication	<i>sufficient</i>	<i>N/A</i>	<i>N/A</i>

Note/Reminders (optional):

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 1 Supports for ELA

***Strategy/Activity - Description**

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet in the sphere of success.

Teachers will implement daily Designated ELD to support English Learners.

Teachers will implement supplemental Benchmark Curriculum school-wide.

Grade level appropriate supplemental instructional materials will be purchased that enhance necessary skills for effective reading instruction.

Funding has been allocated to purchase licenses and fees for software and/or online reading resources. Each classroom teacher will have access to RAZ Kids, Benchmark On-Line, Scholastic News and/or Starfall to support student learning in literacy. RAZ Kids, Starfall, Benchmark On-Line: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of 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.
Prof&Curriclm Dev Vist Tchr		\$11,999.44	30106-1192	Support closing the achievement gap in ELA and Math; English Learners, Graduation, Students with Disabilities.	Math Rowan raised scores from 32% to 46% for upper grade	ELA didn't meet goal of 30%	
Software License		\$7,000.00	30106-5841	[no data]		was 17%	

Note/Reminders (optional):

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Strategy/Activity 1 Supports for Mathematics

*Strategy/Activity - Description

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet in the sphere of success.

Grade level appropriate instructional materials will be purchased that enhance necessary skills for effective mathematics instruction.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$286.00	30100-4301	Support closing the achievement gap in ELA and MATH; English Learners; Graduation; Students with Disabilities	Rowan was able to reclassify from 8 students 17/18 to 14 students 2019		
Supplies		\$6,200.00	30106-4301	Support closing the achievement gap in ELA and MATH; English Learners; Graduation; Students with Disabilities	"	"	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Support closing the achievement	bench mark	Training improving	for upper & lower graders

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				gap in ELA and MATH; English Learners; Graduation; Students with Disabilities			
--	--	--	--	--	--	--	--

Note/Reminders (optional):

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

ELPAC testing is an essential component to providing data that guides English Language Development instruction. Data from the ELPAC assessment will be analyzed during PLCs. Teachers will use this data to inform and guide their instruction. Teachers will be released by visiting teachers bi-monthly to attend PLCs.

All English Learners will receive Designated ELD in their classrooms daily. Teachers will plan for DELD during PLCs.

Supplies will be purchased to supplement Designated ELD curriculum (ex: read alouds, color pictures for charts, pocket charts, etc).

***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 in ELA and Math; English Learners, Graduation, Students with Disabilities.	35% of 3rd graders made their ELA smart goal		didn't make goal of 41%
					66% of 5th		

Note/Reminders (optional):

5th graders met ELA smart goal
5th graders exceeded goal 39%

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet reading at grade level.

In an effort to accelerate student progress, teachers at Rowan Elementary will be implementing supplemental Benchmark Curriculum. This shift will ensure that all students have access to a guaranteed viable curriculum as well as consistent supplemental curriculum. Professional development will be offered throughout the year to support teachers with this implementation. A focus of every PD and trainings will be supports for our students who are not yet reading at grade level.

***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 for Students with Disabilities	special Ed Training on behavior support		Training

Note/Reminders (optional):

2 interns are receiving week dist. support

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

Provide childcare, translation, and snacks for parent meetings/trainings. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. Meeting notices/training flyers will be sent home to families.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies	--	--	30103-4304	Home/School Connection; Parent Involvement			
Other Support	--	--	30103-2282	Increase parent engagement	100% of parents have received information regarding academic + citizenship @ student progress		
Prsnl OTBS Hrly Postage Expense	--	--	30103-5920	Increase parent engagement			

Note/Reminders (optional):

Rowan Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Teachers will plan and differentiate instruction and supports for students who are not yet reading at grade level.

Teachers will implement Supplemental Benchmark ELA Curriculum school-wide. Teachers will attend four Benchmark Trainings throughout the year to support their implementation.

*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	Increase graduation/promotion goals	goal was will meet	65% of students or exceed DRA	Level 38 - 3rd grade

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

met goal with 67% achievement
5th grade goal was 65% that will meet or exceed an Level 44 DRA - goal exceeded 90% achievement