

SPSA Year 2017–18 2018–19 2019–20

[LCFF Accountability Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

Single Plan for Student Achievement (SPSA) Template

School Name	Alexander Rose Elementary School		
Contact Name and Title	Nanci Pass, Principal	Email and Phone	npass@musd.org 408-635-2668

2017-20 Plan Summary

School's STORY

Briefly describe the students and community and how the school serves them.

At Alexander Rose Elementary School, our Mission is to provide a safe, nurturing environment in which to educate all students academically, emotionally, physically, and socially. We seek to develop the skills necessary for students to become powerful thinkers, self-confident individuals, effective communicators, and responsible citizens who, in turn, make positive contributions to society.

The Rose School Staff is committed to recognizing the unique qualities of each child and adult. We continually strive to create a challenging and stimulating learning environment, providing varied approaches to learning in order to ensure that each child feels valued, challenged, and successful. Monthly 'Tiger Traits' reinforce our belief in developing Lifelong Learners who make positive choices in all aspects of their lives.

Our instructional programs are centered around the Common Core Standards and Next Generation Science Standards with particular emphasis in developing student's skills in the 4C's: Collaboration, Communication, Critical Thinking and Creativity. Our [Theory of Action](#) outlines our school's priorities for meeting the academic and social-emotional needs of all of our students. Our Blended Learning environments leverage available technology and the use of individually paced software/online programs and small group differentiated instruction to personalize the learning experience to meet each student's needs. We strive to provide opportunities for every student to be active participant and owner of his/her own learning process. The use of technology is woven throughout our instructional programs as a tool for students to research, communicate, record and share their learning. Project Based Learning

units in all grades provides inquiry based lessons that allow students to research and solve real-world situations and problems. During the weekly Exploratory Learning Block students participate in elective classes that explores Science, Technology, Engineering, the Arts, and Math (STEAM) themes. During the spring semester every student shares their learning, growth and goals with the families during Student Led Conferences.

Rose School's academic community mirrors the rich diversity of cultures in Milpitas. We serve 480 transitional kindergarten through sixth grade students. It is projected that Asian, Filipino, Hispanic, Title I, English Learners, and low socioeconomic populations will make up our significant sub-groups. There is one transitional kindergarten that is on a staggered program allowing each student a reduced class size for 100 minutes daily. Three kindergarten classes on a full day program receive 246 minutes of daily instruction. Rose has 8 primary level classes receiving 286 instructional minutes daily. The average class size for TK-3rd grade classes is 24 students with a maximum of 25 in any one class. There are six intermediate classes with a maximum of 33 students in each, receiving 308 instructional minutes per day. A Special Day Class (SDC) serves 1st - 3rd grade students with Moderate/Severe disabilities from throughout the district.

The Rose staff is comprised of 20 full time classroom teachers, 1 FTE Science Specialist working with students at grades 4-6, and 2 part time Physical Education Paraeducators who provide prep and weekly grade level collaboration time for teachers. There is a full time Principal and Assistant Principal as well as an Instruction Coach funded through Title 1 and other site funds. Additional support staff include, a full-time Title 1 Paraeducator, a full-time EL Paraeducator, 3 paraeducators to support SDC and RSP students, 2 full-time site secretaries, part time health clerk and 2 full time custodians.

The high level of cooperation and communication between home, school, and community has been a valued quality of Rose. Rose parents work as volunteers throughout the school year and our strong Parent-Teacher Organization supports numerous fund-raising activities that help support our intervention programs, classroom field trips, assemblies, and classroom materials. Our community partnerships with the City of Milpitas, The YMCA, Reading Partners, Family Giving Tree, Milpitas Rotary, and others enable us to meet many goals and continue our progress toward others.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

Focus areas for this year's school plan include:

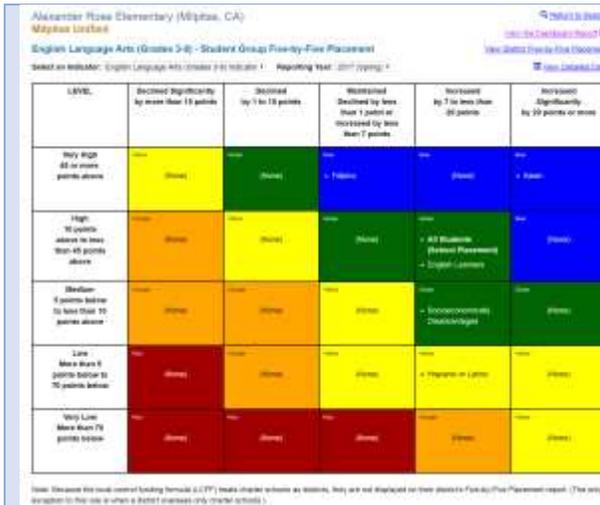
- Providing intervention and additional support services to students, particularly those identified as English Learners, Socio-Economically Disadvantaged and Hispanic/Latino who are performing below their peers on state and local assessments in English Language Arts and Math.
- Weekly PLC time enables teachers to meet with the instructional coach where they analyze, interpret, and create a plan of action to address the learning needs of their individual students as well as students they share. The weekly meetings have empowered our teachers to become proactive by consistently monitoring student learning and taking immediate actions to steps necessary to guide student learning.
- The Exploratory Learning block allows students to participate in learning activities that provide multiple choices and modalities to engage in, master and demonstrate learning about topics of their interest (i.e. Science, Technology, Engineering, Visual Arts, Performing Arts, World Cultures etc.)
- Parent engagement and involvement programs that encourage parents to become active in the school community and provide them with tools for extending their child(ren's) learning at home.
- Incorporation of technology and STEAM into the instructional program that build students' 21st Century Skills
- Professional Development day programming is focusing on expanding teachers' knowledge and expertise in teaching mathematics with focus on building students' understanding of mathematical vocabulary for English Learners.
- A variety of online resources are available to individualize instruction, build foundational skills, and extend learning opportunities.

REVIEW OF PERFORMANCE

Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most **proud** of and how does the school **plan to maintain** or **build upon that success**? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Based on a thorough analysis of state indicators and performance on the California Dashboard Rose has made significant progress toward goals in English Language Arts. On the 2016 statewide assessments all of our subgroups maintained or grew on the English Language Arts Assessments. Our Filipino and Asian Students achieved at the highest levels. Overall, all students, Asian, English Learners, Socio-Economically Disadvantaged and Hispanic/Latino subgroups all showed growth over the prior year.



Overall growth by our English Learners on local and state assessments was highlighted by an increased percentage of students being reclassified as Fluent English Proficient using local and state indicators.



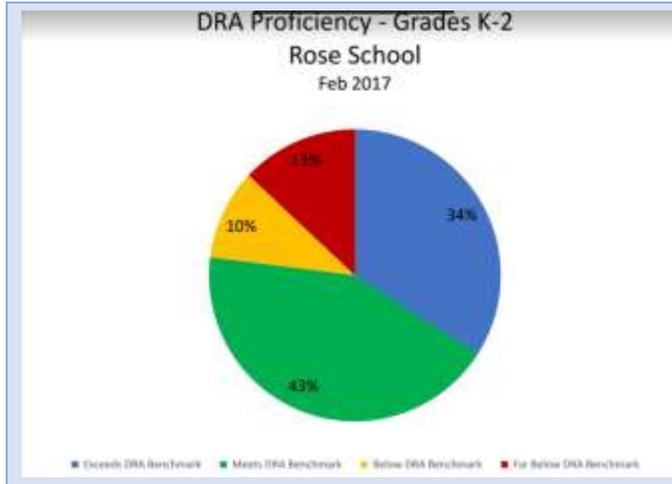
A review of student progress on district benchmark assessments during the 2016-2017 school year indicate

consistent growth for all students in both English Language Arts and Mathematics

IReady School-Wide Growth 2016-2017

Diagnostic 1-3

<p><u>D1 Math</u> 20% > one level below 55% = one level below 25% = on level or above</p>	<p><u>D2 Math</u> 11% > one level below 45% = one level below 45% = on level or above</p>	<p><u>D3 Math</u> 8% > one level below 33% = one level below 59% = on level or above</p>
<p><u>D1 Reading</u> 22% > one level below 48% = one level below 30% = on level or above</p>	<p><u>D2 Reading</u> 14% > one level below 39% = one level below 47% = on level or above</p>	<p><u>D3 Reading</u> 11% > one level below 34% = one level below 55% = on level or above</p>



Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement?

GREATEST NEEDS

Overall, state and local assessment indicators showed that Math is the area of greatest need for most of our students. On 2016 SBAC assessments the average score for students maintained in the median for state achievement indicators. Hispanic/Latino and Socio-Economically disadvantaged students continued to be below the median. English Learners were at the median for overall scores but scores for students in the subgroup declined from the prior year.

Alexander Ruiz Elementary (Milpitas, CA)
 Milpitas Unified
 Mathematics (Grades 3-5) - Student Group Five-by-Five Placement
 Reporting Year: 2017 (Spring)

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 8 points	Increased by 9 to less than 18 points	Increased Significantly by 18 points or more
Very High 50 or more points above	(None)	(None)	(None)	(None)	(None)
High 5 points below to less than 25 points above	(None)	(None)	+ 7 points	(None)	(None)
Medium More than 0 points below to 25 points below	(None)	+ 2 points (None)	+ All Students (School Placement)	(None)	(None)
Low More than 25 points below to 49 points below	(None)	(None)	+ Socioeconomically Disadvantaged + Hispanic or Latino	(None)	(None)
Very Low More than 49 points below	(None)	(None)	(None)	(None)	(None)

Based on state and local assessment indicators the our largest academic achievement gaps are Hispanic/Latino students in both English Language Arts and Math . Further investigations indicate the Latino students who are performing below expectations are those students who are in multiple other subgroups, in particular English Learner and Socio-Economically Disadvantaged.

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was **two or more** performance levels **below** the **“all student”** performance. What **steps** is the school planning to take **to address these performance gaps**?

PERFORMANCE GAPS

Based on state and local assessment indicators the our largest academic achievement gaps are Hispanic/Latino students in both English Language Arts and Math . Further investigations indicate the Latino students who are performing below expectations are those students who are in multiple other subgroups, in particular English Learner and Socio-Economically Disadvantaged.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year **2016-17**

\$ 322,347

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2016-17**

\$ 347,589

Briefly describe any differences between budgeted and expended resources. .

Carryover from prior year was utilized during this school year

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$ 284,039

Percentage of SPSA Budget that is Supplemental or Concentration Funds

88%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

- Instructional Coach collaborates with classroom teachers during weekly PLC meetings to analyze data, plan instruction, and monitor student growth with particular emphasis on students who are performing below grade level standards including English Learners and Socio-Economically Disadvantaged students.
- Instructional Coach oversees individual and small group interventions with EL Para Educator and Title 1 Paraeducator to target instruction for individual student's learning goals with emphasis on English Learner and Socio-economically disadvantaged students
- Reading Partners provides individual reading instruction to students in kindergarten - 4th grade who are performing below grade

level expectations in reading. Priority for placement in the Reading Partners program is given to English Learners and Socio-Economically Disadvantaged students

- The EL Paraeducator provides after school tutoring and homework support for Spanish speaking EL students. Parents are encouraged to attend with their children to learn techniques for supporting their children’s learning at home.
- CASSY Counseling services are provided to students whose social-emotional and behavioral challenges are interfering with their learning. Priority is given to socio-economically disadvantaged and foster youths who have experienced instability or traumas that interfere with their learning.
- The computer lab is open before and after school for students who do not have computer/internet access in their homes to be able to complete schoolwork and access individually paced instructional programs.
- A variety of individual paced instructional technology programs are utilized in classrooms and during intervention programs to provide support for English Learners and students who are below grade level standards to build foundational skills.

Budget Summary

DESCRIPTION	Block Grant	Supplemental	Title I	Other: Grants/Donations	TOTAL
Allocation:	\$33,812	\$229,339	\$67,162		\$330,313
					\$0
Expenses:					\$0

Object 1XXX : Certificated Salary					\$0
Teacher Salary		\$72,733	\$24,244		\$96,977
Certificated Stipend					\$0
Substitute Teacher					\$0
Sub-Total	\$0	\$72,733	\$24,244	\$0	\$96,977
					\$0
Object 2XXX: Classified Salary					\$0
Classified Clerical Salary	\$6,382	\$30,565			\$36,947
Instructional Assistant	\$5,000	\$45,571	\$20,000		\$70,571
Sub-Total	\$11,382	\$76,136	\$20,000	\$0	\$107,518
					\$0

Object 3XXX: Benefits					\$0
CE Statutory Benefit		\$20,250	\$6,750		\$27,000
CL Statutory Benefit	\$6,000	\$31,000	\$12,000		\$49,000
Health and Welfare					\$0
Sub-Total	\$6,000	\$51,250	\$18,750	\$0	\$76,000
					\$0
Object 4XXX: Supplies					\$0
Office Material and Supplies	\$1,430	\$4,220	\$1,122		\$6,772
					\$0
					\$0
Non-Capitalized Equipment					\$0

Sub-Total	\$1,430	\$4,220	\$1,122	\$0	\$6,772
					\$0
Object 5XXX: Operational					\$0
Conference					\$0
Parent Engagement					\$0
Bus and Field-trips					\$0
Other Professional Services	\$15,000	\$25,000			\$40,000
Sub-Total	\$15,000	\$25,000	\$0	\$0	\$40,000
					\$0
Indirect Costs			\$3,046		\$3,046
					\$0
Total Expenses	\$33,812	\$229,339	\$67,162	\$0	\$330,313
					\$0
BALANCE	\$0	\$0	\$0	\$0	\$0

Stakeholder Engagement

SPSA Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

Our School Site Council holds primary responsibility for the oversight and development of the School Plan with considerable input from the Leadership team, staff and parents.

- December 5, 2016 Staff Meeting - The staff identified metrics to assess the impact and effectiveness of all significant programs outlined in the 2016-16 School Plan.
- January 30, 2017 Staff Meeting - Staff met and reviewed 2016-17 school goals. reviewed impact of activities and identified those that have made the greatest impact and those that needed to be revised or stopped.
- February 16, 2017 SSC & PTO Meetings - Parents and staff reviewed 2016-2017 programs and their impact then provided feedback on programs to continue/start/stop
- March 6-10, 2017 During Student Led Conferences all parents were asked to complete a written survey about the school programs
- March 20, 2017 - ILT Reviewed the new SPSA Template Goals and identified programs/activities for each of the goal areas.
- March 22, 2017 ELAC Meeting - EL parents provided feedback on 2016-2017 programs and those they would like to see started
- March 30, 2017 PTO Meeting - Parents were asked to complete a written survey about Title 1 programs
- April 3, 2017 Staff Meeting - Staff met and reviewed input from community meeting to refine goals and activities.
- April 2017 - Staff completed an online surveys prioritizing 'big ticket' budget expenditures

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

Parent input during meetings and on written surveys indicated a need for increased parent education/support regarding understanding CCSS mathematics curriculum, learning goals, and strategies for supporting students at home.

Staff responses to budget priorities survey led to adjustments in programs to reduce costs in response to budget allocation reductions.

Goals, Actions, & Services

New Modified Unchanged

Goal 1

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.

All Rose students will demonstrate significant growth toward mastery of the CCSS in ELA and Math as measured by multiple indicators (SBAC, IReady, NWEA MAP, DRA2, District Literacy Assessments, District Writing Benchmark, Student Portfolios) by June 2018

State and/or Local Priorities Addressed by this goal:

STATE 1 2 4 5 7 8

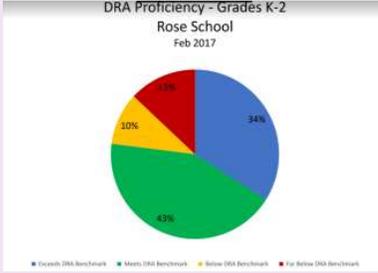
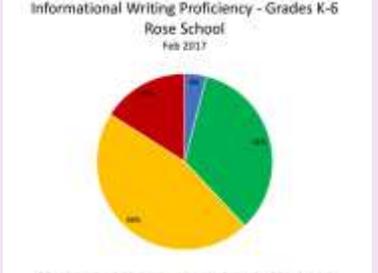
LOCAL _____

Identified Need

As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting students with low socioeconomic supports, low parent education levels and low English language mastery particularly those identified as Hispanic/Latino as compared to Asian, Filipino and English Only students. The need is to close the gap while raising the achievement level for all students

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Math	2016 SBAC Results- all students	Each subgroup will demonstrate 5% growth on SBAC math assessments.	Each subgroup will demonstrate 5% growth on SBAC math assessments.	Each subgroup will demonstrate 5% growth on SBAC math assessments.
SBAC ELA	2016 SBAC Results - all students	Each subgroup will demonstrate 5% growth on SBAC ELA assessments.	Each subgroup will demonstrate 5% growth on SBAC math assessments.	Each subgroup will demonstrate 5% growth on SBAC math assessments.

Reclassification				
Early Literacy				
DRA		The percentage of K-2 students meeting or exceeding the DRA2 grade level expectations on the 3rd Benchmark will grow by 5%	The percentage of K-2 students meeting or exceeding the DRA2 grade level expectations on the 3rd Benchmark will grow by 5%	The percentage of K-2 students meeting or exceeding the DRA2 grade level expectations on the 3rd Benchmark will grow by 5%
		The percentage of students who score proficient (3 or higher on 4 point scale) on the district writing benchmark will grow by 5%	The percentage of students who score proficient (3 or higher on 4 point scale) on the district writing benchmark will grow by 5%	The percentage of students who score proficient (3 or higher on 4 point scale) on the district writing benchmark will grow by 5%
Interim Benchmarks	<p><u>D3 Math</u> 8% > one level below 33% = one level below 59% = on level or above</p>	The percentage of students who score on level or above on 3rd window I-Ready Benchmark assessments will increase by 5%	The percentage of students who score on level or above on 3rd window I-Ready Benchmark assessments will increase by 5%	The percentage of students who score on level or above on 3rd window I-Ready Benchmark assessments will increase by 5%
	<p><u>D3 Reading</u> 11% > one level below 34% = one level</p>			

below
55% = on level or above

Goal **1** Action **1**

Ensure all teacher implement core program with consistency and fidelity

Students to be Served

All District All School Students with Disabilities [Specific Student Group(s)] _____

English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services

PLANNED Classroom instruction will be based on implementing the CCSS standards with student progress monitored using multiple assessment measures.

ACTUAL

Expenditures

BUDGETED

- Leveled readers for Guided Reading Instruction
- Manipulatives for math instruction
-
- Release time for teachers to conduct DRA2 and individual assessments

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Classroom instruction will be based on implementing the CCSS standards with student progress monitored using multiple assessment

measures.		
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$12,000	Amount		Amount	
Source	Block Grant, District funds (SEAL)	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **2**

Professional Learning Communities will be implemented with consistency

Students to be Served

- All District All School Students with Disabilities [Specific Student Group(s)] _____
 English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services

<p>PLANNED</p> <p>Time will be allocated weekly for grade level teams to meet as Professional Learning Communities with the support of the Instructional Coach to:</p> <ul style="list-style-type: none"> Align instruction to focus on priority grade level CCSS standards Identify, design, implement and analyze effective formative and summative data regarding student progress toward mastery of grade level standards Develop and monitor the effectiveness of strategies and resources in order to meet identified focus areas 	<p>ACTUAL</p>
<p>BUDGETED</p> <ul style="list-style-type: none"> Instructional Coach Salary/Benefits PE Paraprofessional Salary/Benefits 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none">

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged </p> <p>Evolving actions</p> <p>Grades TK-1 Instructional Coach and PLC focus will be on supporting the</p>	<p> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged </p>	<p> <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged </p>

implementation of SEAL		
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$120,000	Amount:	Amount:
Source: Title 1, Supplemental	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal **1** Action **3**

Software and OnLine Programs will be implemented to provide Personalized Learning and for Blended Learning Instruction to allow teachers to provide small group targeted direct instruction.

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____

English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>Instructional software and online sites (I-Ready, Summit PLP, Front Row, Raz Kids, etc.) will be used to provide individualized instruction to students based on assessed needs and progress toward mastery of grade level standards.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> •
	<p>BUDGETED</p> <p>Software/online licenses include</p> <ul style="list-style-type: none"> - I-Ready - Newsela - Raz Kids - Front Row 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> •
Expenditures		

- BrainPop
- Reading Counts

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Evolving Action - Instructional software and online sites (I-Ready, Summit PLP, Front Row, Raz Kids, etc.) will be used to provide individualized instruction to students based on assessed needs and progress toward mastery of grade level standards.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$20,000	Amount:	Amount:
Source: Block Grant, Supplemental	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal **1** Action **4**

What I Need (WIN) Time will be implemented to provide differentiated Academic Language Instruction and Designated ELD Instruction for English Learners

Students to be Served

- All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services

PLANNED
 What I Need (WIN) Time will be built into the instructional week to build all students Academic English Language Skills and provide differentiated English Language instruction for English Learners

ACTUAL

Expenditures

BUDGETED
Release/extra duty time for staff to administer ADEPT Oral English Language Assessment to determine student grouping
Book of the Month/Instructional Materials for WIN Instruction

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
What I Need (WIN) Time will be built into the instructional week to build all students Academic English Language Skills and provide differentiated English Language instruction for English Learners		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount <input type="text" value="\$1,000"/>	Amount <input type="text"/>	Amount <input type="text"/>

Source	Supplemental	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **5**

Instructional Coach will coordinate and oversee targeted and systematic interventions for individual students who are not meeting grade level standards.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Instructional Coach acting as the SST Coordinator will coordinate and oversee targeted and systemic intervention supports provided to individuals and small groups by the EL and Title 1 Paraprofessionals based on demonstrated needs.	ACTUAL
	BUDGETED - Instructional Coach Salary/Benefits - EL Paraeducator Salary/Benefits - Title 1 Paraeducator Salary/Benefits	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Instructional Coach acting as the SST Coordinator will coordinate and oversee targeted and systemic intervention supports provided to individuals and small groups by the EL and Title 1 Paraprofessionals based on demonstrated needs.		

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The computer lab will be available for students before and after school to allow students who do not have access to digital resources at home to complete online assignments and targeted additional lessons.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$5,000	Amount:	Amount:
Source: Supplemental	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal **1** Action **7**

An after school homework club is offered to Spanish speaking students to provide support for Hispanic/Latino and EL students	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)]_ Hispanic/Latino <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED An after school homework club is offered to Spanish speaking students to provide support for EL students in accessing and completing core curriculum work.	ACTUAL
	BUDGETED Teacher/EL Paraeducator extra duty pay	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

An after school homework club is offered to Spanish speaking students to provide support for EL students in accessing and completing core curriculum work.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount \$3,000

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Goal **1** Action **8**

Student Led Conferences will be held at all grades

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____

English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services

PLANNED
All students will be provided opportunities to set personal learning goals, monitor their progress and share their growth with their parents through participation in Student Led Conferences

ACTUAL

Expenditures

BUDGETED
Portfolio materials/supplies

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All students will be provided opportunities to set personal learning goals, monitor their progress and share their growth with their parents through participation in Student Led Conferences		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$500	Amount		Amount	
Source	Block grant	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **9**

Project Based Learning opportunities will be incorporated into every classroom	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED	ACTUAL
	All students will participate in at least one Project/Problem Based Learning Opportunity (PBL)	

Expenditures

working in a collaborative team they will engage in inquiry, identify, research, take action to address and present their findings about a topic to a public audience.	
BUDGETED Instructional Materials/Supplies Grade level release time for the planning and implementation of new PBL projects	ESTIMATED ACTUAL

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>All students will participate in at least one Project/Problem Based Learning Opportunity (PBL) working in a collaborative team they will engage in inquiry, identify, research, take action to address and present their findings about a topic to a public audience.</p> <p>Grades TK-1 will be implementing SEAL integrated units and PBL projects will be tied to those themes.</p> <p>Grade 6 projects will continue to be integrated into the Summit PLP as its implementation evolves.</p>		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$2,000

Amount

Amount

Source

Block Grant, Supplemental

Budget Reference

Source

Budget Reference

Source

Budget Reference

Goal **1** Action **10**

Teachers will attend conferences and workshops in order to expand the repertoire of strategies and resources to support student needs

[Students to be Served](#)

- All District
 All School
 Students with Disabilities
 [Specific Student Group(s)]Hispanic/Latino
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services

PLANNED

Teachers and staff will attend conferences and workshops in order to expand the repertoire of strategies and resources utilized in classrooms to support students in reaching mastery of grade level skills and content. Including:

- Guided Reading
- Singapore Math Strategies
- SVMl Math Strategies
- Readers/Writers Workshop
- STEAM integration
- EL Resources/Strategies
- Response to Intervention
- SEAL Implementation

ACTUAL

Expenditures

BUDGETED

Workshop/conference registration fees
Substitute Teachers

ESTIMATED ACTUAL

Workshop/conference registration fees
Substitute Teachers

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

<p>Teachers and staff will attend conferences and workshops in order to expand the repertoire of strategies and resources utilized in classrooms to support students in reaching mastery of grade level skills and content. Including:</p> <ul style="list-style-type: none"> ● Guided Reading ● Singapore Math Strategies ● SVMI Math Strategies ● Readers/Writers Workshop ● STEAM integration ● EL Resources/Strategies ● Response to Intervention ● SEAL Implementation 		
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$5,000	Amount		Amount	
Source	Block Grant, Supplemental	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 1 Action 11

Exploratory Learning Block	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Specific Grade spans: 1st - 6th Grades

Actions/Services	<p>PLANNED</p> <p>Students will participate in a cross-grade level Exploratory Learning Block with provides multiple choices and modalities for students to engage in,</p>	ACTUAL
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Expenditures

<p>master and demonstrate learning about STEAM topics of their interest (i.e. science, performing arts, technology, engineering, visual arts etc.). The program also offers students who would not otherwise have access to state of the art technology tools opportunities to do so.</p>	
<p>BUDGETED Instructional Materials and supplies</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Students will participate in a cross-grade level Exploratory Learning Block with provides multiple choices and modalities for students to engage in, master and demonstrate learning about STEAM topics of their interest (i.e. science, performing arts, technology, engineering, visual arts etc.). The program also offers students who would not otherwise have access to state of the art technology tools opportunities to do so.</p>		

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$1,000	Amount		Amount	
Source	Block Grant	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **12**

Parent Workshops/University will be offered to provide parents information on supporting their children's academics at home

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Parent workshops will be offered to teach parents specific strategies for supporting their students' learning in Reading and Math	ACTUAL
	BUDGETED Supplies and Materials	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parent workshops will be offered to teach parents specific strategies for supporting their students' learning in Reading and Math		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$500	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal **1** Action **13**

Coaching meetings will be held 2x a year to review every student's progress and determine appropriate interventions

Students to be Served

- All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services

PLANNED

Coaching meetings will be held 2x per year with classroom teachers and intervention providers to review every student's progress and determine appropriate interventions for those who are not making adequate progress toward grade level standards.

ACTUAL

Expenditures

BUDGETED

Substitute teacher salary

ESTIMATED ACTUAL

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Coaching meetings will be held 2x per year with classroom teachers and intervention providers to review every student's progress and determine appropriate interventions for those who are not making adequate progress toward grade level standards.

BUDGETED EXPENDITURES:

2017-18

Amount

\$500

Source

Supplemental, Title 1

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Goal 1 Action 14

Reading Counts will be used as an incentive program to encourage students to read

Students to be Served

- All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: Grades 2-6

Actions/Services

PLANNED
The Reading Counts program will be used in grades 2-6 as an incentive program to encourage students to read and to monitor student growth in reading/reading comprehension.

ACTUAL

Expenditures

BUDGETED
Reading Counts License Fees
Student Incentives

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

New Modified Unchanged

The Reading Counts program will be used in grades 2-6 as an incentive program to encourage students to read and to monitor student growth in

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

reading/reading comprehension.		
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$3,000	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 1 Action 15

Science is Elementary Program will provide kindergarten students with hands on STEAM instruction					
<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____	
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input checked="" type="checkbox"/> A Specific Grade spans: <u>TK and Kindergarten</u>	

Actions/Services	PLANNED All TK and Kindergarten classes will participate in the Science is Elementary hands on science/engineering program each month with community volunteers from KLA/Tencor.	ACTUAL
	BUDGETED - Books to extend science instructional themes	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION

ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

All TK and Kindergarten classes will participate in the Science is Elementary hands on science/engineering program each month with community volunteers from KLA/Tencor..

BUDGETED EXPENDITURES:

2017-18

Amount

\$500

Source

Block Grant

Budget

Reference

2018-19

Amount

Source

Budget

Reference

2019-20

Amount

Source

Budget

Reference

Goals, Actions, & Services

New

Modified

Unchanged

Goal 2

All MUSD students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment. Rose staff will successfully address the social emotional needs of our students through intervention, service and support.

State and/or Local Priorities Addressed by this goal:

STATE 3 5 6

LOCAL _____

Identified Need

Student discipline data indicate that peer conflicts including verbal and physical altercations are the most common reason that students are referred to the office for disciplinary action.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
An increased number of Rose students, staff and parents will report positive school culture experiences on climate surveys	Parent Survey Data			
Attendance at all Parent Engagement Events (Open House, Back to	Tracked by sign in sheets			

School Night, Fall Conferences, Student Led Conferences, Parent Ed workshops etc.)				
Increase in PTO & ELAC Parent Participation	Tracked by sign in sheets			
Decrease in student discipline referrals	Number of referrals to administration for			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
- Increased opportunities for parents to participate in order to acquire knowledge and skills to support their child's education	●
- Admin and staff will see an increase in both student and family school satisfaction as measured by sign in sheets, evaluations and attendance rates of parents and students.	●
- Increased percentage of Average Daily Attendance and reduction of the number of students who are designated as Chronically truant	●
- Increased opportunities for students to participate in extracurricular, leadership and enrichment activities.	●

- Decreased number of student referrals to administration for disciplinary issues	•

Goal **2** Action **1**

Multi-Tiered System of Supports Description: Tier 2 – Targeted Strategic Social/Emotional Support, Tier 3 - Intensive Targeted Support

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Counseling services will be available 3 days per week to provide targeted small group and individual counseling services to students whose social, emotional, or behavioral challenges are interfering with their achievement and participation in school activities.	ACTUAL
	BUDGETED Counseling program fees	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Counseling services will be available 3 days per week to provide targeted small group and individual counseling services to students whose social, emotional, or behavioral challenges are interfering with		

their achievement and participation in school activities.		
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BUDGETED EXPENDITURES:

	2017-18		2018-19		2019-20
Amount	\$17,000		Amount		Amount
Source	Block Grant		Source		Source
Budget Reference			Budget Reference		Budget Reference

Goal 2 Action 2

Community and Family Events Events	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Family events such as Bedtime Story Hour and Math Game Nights will be held throughout the year to encourage family participation and promote academic learning.	ACTUAL
Expenditures	BUDGETED Materials and supplies	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Fall and Spring Exploratory Block elective classes will be offered to students in grades 1-6 based on STEAM topics. Classes will meet 1x per week for 10 weeks and culminate with a public Showcase of their work.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$500	Amount:	Amount:
Source: Supplemental, Block Grant	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal **2** Action **4**

Parent Engagement Events	
Students to be Served	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Parent engagement events such as Parent Coffees, Muffins with Mom, Donuts with Dad and Family Nights Out will encourage parent participation in school events and support the home/school connection	ACTUAL
	BUDGETED Materials and supplies	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parent engagement events such as Parent Coffees, Muffins with Mom, Donuts with Dad and Family Nights Out will encourage parent participation in school events and support the home/school connection		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$500	Amount		Amount	
Source	Supplemental, Title 1, PTO	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **2** Action **5**

Multiple extracurricular, enrichment and leadership activities will be available for students	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services

PLANNED
 Multiple extracurricular, enrichment and leadership programs will be available for students to provide multiple pathways and modalities for students to be active learners and take leadership roles in the school community. These include:

- Garden Club
- Broadcast Team
- Chorus
- Band
- Tech Challenge/Enrichment
- Yearbook
- Intramural Sports
- Talent Show
- Spirit Leaders
- Student Valets

Student Council

ACTUAL

Expenditures

BUDGETED
Supplies and Materials

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Multiple extracurricular, enrichment and leadership programs will be available for students to provide multiple pathways and		

modalities for students to be active learners and take leadership roles in the school community. These include:

- Garden Club
- Broadcast Team
- Chorus
- Band
- Tech Challenge/Enrichment
- Yearbook
- Intramural Sports
- Talent Show
- Spirit Leaders
- Student Valets
- Student Council

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$500	Amount		Amount	
Source	Block Grant, Student Council	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **2** Action **6**

Tiger Traits and Book of the Month will promote positive character traits and citizenship

Students to be Served

All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____

English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services	PLANNED	ACTUAL
	A monthly Tiger Trait program and Book of the Month	

based on the Developmental Assets and The 4 C's will promote positive character traits and choices schoolwide. Peacebuilder awards will be given to students who demonstrate the monthly Tiger Trait.

Expenditures

BUDGETED

Book of the Month Books

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

A monthly Tiger Trait program and Book of the Month based on the Developmental Assets and The 4 C's will promote positive character traits and choices schoolwide. Peacebuilder awards will be given to students who demonstrate the monthly Tiger Trait.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount \$2500

Amount

Amount

Source Supplemental, Block Grant

Source

Source

Budget Reference

Budget Reference

Budget Reference

Goal **2** Action **7**

The EL Paraeducator will act as a liaison for Spanish speaking parents and families

Students to be Served	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)]_Hispanic/Latino_
	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED An EL Paraeducator will provide translation services, outreach and support to Spanish speaking families in order to encourage their involvement in the school community and their child's education.	ACTUAL
	BUDGETED EL Paraeducator Salary/Benefits	ESTIMATED ACTUAL

[ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
An EL Paraeducator will provide translation services, outreach and support to Spanish speaking families in order to encourage their involvement in the school community and their child's education.		

[BUDGETED EXPENDITURES:](#)

2017-18	2018-19	2019-20
Amount \$38,000	Amount	Amount
Source Supplemental	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goal **2** Action **8**

Staff Secretary (Attendance Clerk) will track and monitor student attendance

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____

English Learners Foster Youth Low Income Specific Grade spans: _____

<p>Actions/Services</p>	<p>PLANNED</p> <p>The Staff Secretary (Attendance Clerk) will track and monitor student attendance, identify students who are consistently late or absent, notify parents of attendance concerns and work with the Assistant Principal to put interventions and supports in place for those students.</p>	<p>ACTUAL</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Staff Secretary (Attendance Clerk) Salary/Benefits</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<p>2017-18</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p>	<p>2018-19</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>	<p>2019-20</p> <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p>
<p>The Staff Secretary (Attendance Clerk) will track and monitor student attendance, identify students who are consistently late or absent, notify parents of attendance concerns and work with the Assistant Principal to put interventions and supports in place for those students.</p>		

BUDGETED EXPENDITURES:

<p>2017-18</p>	<p>2018-19</p>	<p>2019-20</p>
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Amount	\$55,000	Amount		Amount	
Source	Supplemental, Block Grant	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **2** Action **9**

Parents will receive regular communications in multiple languages from the school about important events and activities

Students to be Served	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Parents will receive regular communications in multiple languages about important events and activities including: <ul style="list-style-type: none"> ● Monthly School Newsletter ● Monthly School Calendar ● Weekly communication packets ● Reminder phone calls/emails/texts regarding upcoming events 	ACTUAL
	BUDGETED <ul style="list-style-type: none"> ● Staff Secretary Salary/Benefits ● EL Paraeducator Salary/Benefits ● Translator extra duty pay ● Paper and copier supplies 	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parents will receive regular communications in multiple languages about important events and activities including: <ul style="list-style-type: none"> • Monthly School Newsletter • Monthly School Calendar • Weekly communication packets • Reminder phone calls/emails/texts regarding upcoming events 		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$90,000	Amount		Amount	
Source	Supplemental, Block Grant, Title 1	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **2** Action **10**

Students and staff will participate in the development of school rules and behavior expectations

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services

PLANNED Grade level/span assemblies will be held at the start of the year to set school rules and behavior expectations for all students. A Leadership team will begin researching the steps	ACTUAL
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Expenditures

and setting priorities for the implementation of a comprehensive Positive Behavioral Intervention and Support (PBIS) program.	
BUDGETED Substitute teachers for team to attend PBIS workshops	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Grade level/span assemblies will be held at the start of the year to set school rules and behavior expectations for all students. A Leadership team will begin researching the steps and setting priorities for the implementation of a comprehensive Positive Behavioral Intervention and Support (PBIS) program.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$500 Source: Block Grant Budget Reference:	Amount: Source: Budget Reference:	Amount: Source: Budget Reference:

Amount	\$100	Amount		Amount	
Source	Decentralized	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **2** Action **12**

General education students will act as peer mentors for Special Day Class students

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input checked="" type="checkbox"/> Specific Grade spans:4th - 6th grade

Actions/Services	<p>PLANNED</p> <p>General education students will act as peer mentors/tutors for Special Day Class students practicing social, language, and fine/gross motor skills through games and activities.</p>	ACTUAL
	<p>BUDGETED</p> <p>none</p>	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
General education students will act as peer mentors/tutors for Special Day Class		

students practicing social, language, and fine/gross motor skills through games and activities.

BUDGETED EXPENDITURES:

2017-18

Amount

0

Source

N/A

Budget

Reference

2018-19

Amount

Source

Budget

Reference

2019-20

Amount

Source

Budget

Reference

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 3</u>	MUSD supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2016-2017 school year as detailed by the AMOs		

State and/or Local Priorities Addressed by this goal:

STATE 5 6 7 8

LOCAL _____

Identified Need

As demonstrated by SBAC and interim assessment scores our Hispanic Latino, English Learner, Socio-Economically Disadvantaged and Student with Disabilities score significantly below Asian, Filipino, White and other subgroups.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC	SBAC ELA Percent Met/Exceeded Standard <ul style="list-style-type: none"> Hispanic/Latino: 44 English Learner: 27 Socioeconomically Disadvantaged: 64 Disabled: 20 SBAC Math Percent Met/Exceeded Standard <ul style="list-style-type: none"> Hispanic/Latino: 24 English Learner: 24 	The percentage of Hispanic/Latino, English Learner, Socio-Economically Disadvantaged, and Student with Disabilities who meet or exceed grade level standards on SBAC will increase by 5%	The percentage of Hispanic/Latino, English Learner, Socio-Economically Disadvantaged, and Student with Disabilities who meet or exceed grade level standards on SBAC will increase by 5%	The percentage of Hispanic/Latino, English Learner, Socio-Economically Disadvantaged, and Student with Disabilities who meet or exceed grade level standards on SBAC will increase by 5%

	<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: 40 • Disabled: 21 			
English Learner Reclassification Rates		The percentage of EL students who are reclassified as Fluent English Proficient will increase by 5%		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
The percentage of Hispanic/Latino, English Learner, Socio-Economically Disadvantaged, and Student with Disabilities who meet or exceed grade level standards on SBAC will increase by 5%	
The percentage of English Learner students who achieve 1 or more level increase on the CELDT/State EL Assessment will increase by 5%	

Goal **3** Action **1**

What I Need (WIN) Time will be implemented to provide differentiated Academic Language Instruction and Designated ELD Instruction for English Learners

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED What I Need (WIN) Time will be built into the instructional week to build all students Academic English Language Skills and provide differentiated English Language instruction for English Learners	ACTUAL
Expenditures	BUDGETED Release/extra duty time for staff to administer ADEPT Oral English Language Assessment to determine student grouping Book of the Month/Instructional Materials for WIN Instruction	ESTIMATED ACTUAL

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
What I Need (WIN) Time will be built into the instructional week to build all students Academic English Language Skills and provide differentiated English Language instruction for English Learners		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$1,000 Source: Supplemental Budget Reference:	Amount: Source: Budget Reference:	Amount: Source: Budget Reference:

Goal **3** Action **2**

General education students will act as peer mentors for Special Day Class students

Students to be Served	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	Specific Grade spans:

Actions/Services	PLANNED General education students will act as peer mentors/tutors for Special Day Class students practicing social, language, and fine/gross motor skills through games and activities.	ACTUAL
	BUDGETED none	ESTIMATED ACTUAL
Expenditures		

[ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
General education students will act as peer mentors/tutors for Special Day Class students practicing social, language, and fine/gross motor skills through games and activities.		

[BUDGETED EXPENDITURES:](#)

2017-18	2018-19	2019-20
Amount: 0	Amount:	Amount:
Source: N/A	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal **3** Action **3**

Instructional Coach will coordinate and oversee targeted and systematic interventions for individual students who are not meeting grade level standards.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>Instructional Coach acting as the SST Coordinator will coordinate and oversee targeted and systemic intervention supports provided to individuals and small groups by the EL and Title 1 Paraprofessionals based on demonstrated needs.</p>	ACTUAL
	<p>BUDGETED</p> <ul style="list-style-type: none"> - Instructional Coach Salary/Benefits - EL Paraeducator Salary/Benefits - Title 1 Paraeducator Salary/Benefits 	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Instructional Coach acting as the SST Coordinator will coordinate and oversee targeted and systemic intervention supports provided to individuals and small groups by the EL and Title 1 Paraprofessionals based on demonstrated needs.		

BUDGETED EXPENDITURES:

2017-18

Amount

\$200,000

Source

Title 1, Supplemental, Block Grant

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Goal **3** Action **4**

An after school homework club is offered to Spanish speaking students to provide support for Hispanic/Latino and EL students

Students to be Served

- All District All School Students with Disabilities [Specific Student Group(s)]_ Hispanic/Latino
- English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services

PLANNED
An after school homework club is offered to Spanish speaking students to provide support for EL students in accessing and completing core curriculum work.

ACTUAL

Expenditures

BUDGETED
Teacher/ EL Paraeducator extra duty pay

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

New Modified Unchanged

An after school homework club is offered to Spanish speaking students to provide support for EL students in accessing and completing core

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The computer lab will be available for students before and after school to allow students who do not have access to digital resources at home to complete online assignments and targeted additional lessons.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$5,000	Amount:	Amount:
Source: Supplemental	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal 3 Action 6

Reading Partners will provide targeted 1:1 reading instruction to students who are significantly below grade level standards in reading.	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> Hispanic/Latino <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Specific Grade spans: Grades K-5

Actions/Services	PLANNED Reading Partners will provide targeted 1:1 reading instruction to students in grades K-5 who are significantly below grade level standards.	ACTUAL <u>Reading Partners Data Summary</u> of students served by grade level

Enrolled Students by grade:			
	Total Enrolled		
Kindergarten	5		
First Grade	11		
Second Grade	9		
Third Grade	13		
Fourth Grade	7		
Fifth Grade	1		
Total	46		
BUDGETED		ESTIMATED ACTUAL	
Reading Partners Service Fee			

Expenditures

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Reading Partners will provide targeted 1:1 reading instruction to students in grades K-5 who are significantly below grade level standards.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$25,000	Amount:	Amount:
Source: Supplemental, Title 1	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Goal **3** Action **7**

After school tutoring will be offered to students who are not meeting grade level standards

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	<p>PLANNED</p> <p>After school tutoring classes will be offered to target students who are not meeting grade level standards in Reading and/or Math</p>	ACTUAL
	<p>BUDGETED</p> <p>Teacher Extra Duty Pay</p>	ESTIMATED ACTUAL

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
After school tutoring classes will be offered to target students who are not meeting grade level standards in Reading and/or Math		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$1,500</p>	<p>Amount</p> <p></p>	<p>Amount</p> <p></p>
<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p></p>	<p>Source</p> <p></p>

Budget
ReferenceBudget
ReferenceBudget
Reference

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Nanci Pass	Principal	npass@musd.org	May 17, 2017
Lisa Elizondo	Teacher	lelizondo@musd.org	May 17, 2017
Joseph Nguyen	Teacher	jnguyen@musd.org	May 17, 2017
Suzy Vieyra	Teacher	svieyra@musd.org	May 17, 2017
Dawn Betner	Classified Staff	dbetner@musd.org	May 17, 2017
Loren Wutzke	Parent	lorenwutzke33@hotmail.com	May 17, 2017
Cher Tucker	Parent	cherilyntucker1980@gmail.com	May 17, 2017
Valerie Negrito	Parent	valeriejustine@hotmail.com	May 17, 2017
Gina Hatfield	Parent	gnoolhatfield@gmail.com	May 17, 2017
Laura Viken	Parent	lauraviken@gmail.com	May 17, 2017

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student

Number of members of each category

1

3

1

5

0

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Parent Stakeholder Groups

- English Language Advisory Committee
- Parent Teacher Organization
- Parents/community members

Student Stakeholder Groups

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Nanci Pass

Typed name of School Principal

Signature of School Principal

Date

Laura Viken

Typed name of SSC Official

Signature of SSC Official

Date