

Rosemary Elementary School - LCAP

*Use of the Sharp attendance program and effective support from our School Service Administrator and team resulted in increasing our attendance rate to an all time district high of 97%. Additionally we were awarded the County Hoffman award for our work in improving school attendance.

*Counselors were hired for each school and we increased the number of students receiving support when needs were identified.

*Deans were hired at all middle schools and as a result suspension rates decreased as demonstrated on the dashboard. Deans provide family and student support on a regular basis by monitoring academic and behavior data and providing support plans for at-risk students.

For goal #4, our greatest progress is noted in the following:

*We had an increase in the number of parent engagement opportunities provided district-wide as demonstrated by master calendar and an increase in the number of parents attending as documented by sign in sheets.

*The district-wide parent university and STEAM showcase increased attendance by 50% as documented by attendance registration.

*We piloted a new parent engagement tool called Thought Exchange that increased the number of parents and stakeholders offering input on our LCAP.

Rosemary School:

On average Rosemary students have made over one year's growth according to the iReady benchmark assessments in both language arts and math. We are celebrating a 7.6% increase in the number of students making progress towards English Proficiency than the prior year. In addition, students scored an average of 8 points higher on the language arts assessments with the highest gains being amongst Hispanic students (9.3%) and students with disabilities (+17.9). The students with disability subgroup also showed an average 15 point increase in math. We believe that these gains are a result of a carefully designed professional development program in collaboration with EL Education, our intensive reading intervention program, and our support of Educational Associates in grades K-2 over the last several years. We have concentrated on the developing high quality learning targets, and improving the classroom and school climate. Intensive professional development with EL Education has included a four-day academy, grade-level team coaching, monthly staff professional development sessions, and classroom observation and feedback. Learning walks by the Instructional Leadership team show that every classroom is developing and posting learning targets in every curricular area. In addition, we continue to modify and improve our tiered systems of support for students who have traditionally struggled the most in our school. Our PBIS coach manages our intensive tier 2 and tier 3 behavior interventions. The parent involvement has continued to grow dramatically and we have more parents participating in school sponsored classes and events than ever before.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students with Disabilities (SWD) Low Socio-Economic Status (SES) English Learners (EL)	Math: SWD 3% SES 26% EL 22% ELA- SWD 10% SES 28% EL 13% District Math: SWD 14% SES 26% EL 13% ELA: SWD 15% SES 31% EL 8%		ELA- SWD 12% SES 34% EL 30% District Math- SWD 22% SES 34% EL 21% ELA- SWD 23% SES 39% EL 16%	ELA- SWD 16% SES 38% EL 34% District Math- SWD 26% SES 38% EL 25% ELA SWD 27% SES 43% EL 20%
Decrease the percentage of EIs performing 2 or more grade levels below on iReady in Reading and Math.	New metric so baseline will be 17-18	Rosemary Reading: 47% Rosemary Math: 25% District Reading: 53% District Math: 33%	Rosemary Reading: 43% Rosemary Math: 21% District Reading: 49% District Math: 39%	Rosemary Reading: 39% Rosemary Math: 17% District Reading: 45% District Math: 35%
Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.	New metric so baseline will be 17-18	Rosemary Reading: 48% Rosemary Math: 70% District Reading: 53% District Math: 45%	Rosemary Reading: 44% Rosemary Math: 66% District Reading: 49% District Math: 41%	Rosemary Reading: 40% Rosemary Math: 62% District Reading: 45% District Math: 37%
Increase the percentage of Special Education Students in least restrictive environments. A. Inside the regular class 80% or more of the day. B. Inside regular class less than 40% of the day.	New metric so baseline will be 17-18	Rosemary: A: 82% B: 0% C: 0% District: A: 60% B: 23% C: 3% CDE Target: A: >51.2% B: <22.6% C: <4%	Rosemary: A: 85% B: 0% C: 0% District: A: 63% B: 21% C: 2% CDE Target: A: >52.2% B: <21.6% C: <3.8%	Rosemary: A: 88% B: 0% C: 0% District: A: 66% B: 19% C: 1% CDE Target: A: >53.2% B: <20.6% C: <3.6%

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Fully engage parents/guardians, students and the community in support of student educational outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Instructional Vision

Identified Need:

Need:

Students need to have their parents/guardians engaged in their learning.
 Students need authentic opportunities to engage with the community through partnerships.
 Perception survey data shows that we need to elicit more student voice

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent perception Surveys completed	180: Using Perception Survey but changed to Thought Exchange as a different way for engagement.	Rosemary: 85 District: 1608	Rosemary: 115 District: 2000	Rosemary: 140 District: 2500