

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

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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. 2 Special Day Classes (SDC) serve students with 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 Math. On the 2017 statewide assessments our student population maintained in the median for state achievement indicators. Our Hispanic students showed the largest growth with an increase of 15 points or more. Our EL and Socio-Economically Disadvantaged students also showed improvement with an increase of 3 to 15 points in Math. Although, our Filipino and Asian students remain high in achievement, they showed a decline in scores. Overall, the three subgroups we continue to keep as a focus, showed improvement from the previous year.

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: Mathematics (Grades 3-8) Indicator Reporting Year: 2017 (Fall)

[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green (None)	Green ▪ Asian	Blue (None)	Blue (None)	Blue (None)
High zero points to less than 35 points above	Green (None)	Green ▪ Filipino	Green (None)	Green (None)	Blue (None)
Medium 25 points below to zero	Yellow (None)	Yellow (None)	Yellow ▪ All Students (School Placement)	Green ▪ English Learners ▪ Socioeconomically Disadvantaged	Green (None)
Low More than 25 points below to 95 points below	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow ▪ Hispanic
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

English Learner Progress - Student Group Five-by-Five Placement

Select an Indicator: English Learner Progress Indicator Reporting Year: 2017 (Fall)

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green (None)	Green • English Learners	Blue (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

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 from the 2016-2017 to 2017-2018 school year indicate consistent growth for all students in both English Language Arts and Mathematics

IReady School-Wide Growth
Year 1 (2016-2017) to Year 2 (2017-2018)
Diagnostic 3

2016 - 2017 D3 Math

9% = > one level below

58% = one level below

33% = on level or above

2017 - 2018 D3 Math

6% > one level below

57% = one level below

38% = on level or above

2016 - 2017 D3 Reading

11% > one level below

58% = one level below

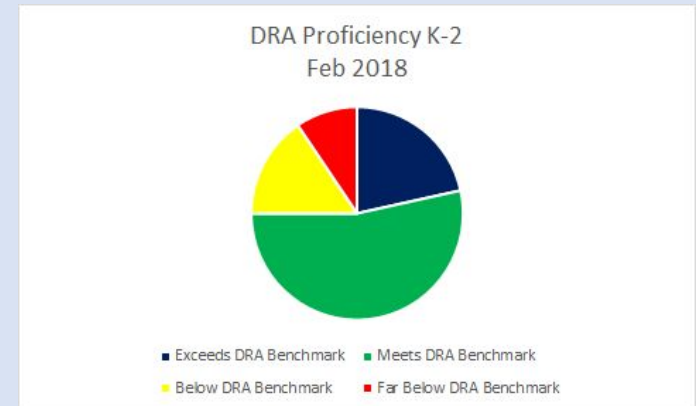
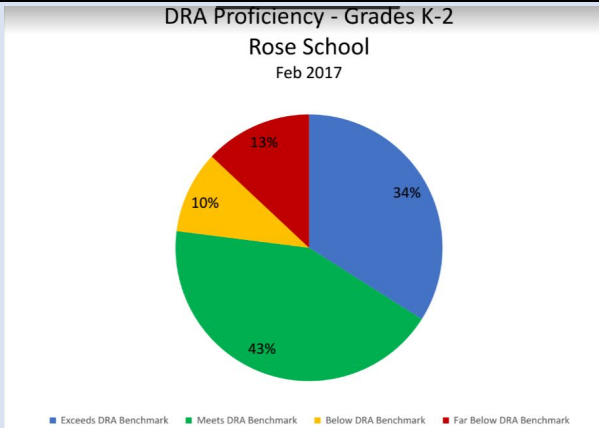
31% = on level or above

2017 - 2018 D3 Reading

11% > one level below

54% = one level below

35% = on level or above



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 ELA is the area of greatest need for most of our students. On 2017 SBAC assessments the average score for students remains in the median for state achievement indicators. However, the average score for all students declined by 3 - 15 points, as did the scores for our Hispanic/Latino, Socio-Economically disadvantaged, and EL students. These three subgroups continue to be below the median. Our Asian and Filipino subgroups declined significantly by more than 15 points.

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Select an Indicator: English Language Arts (Grades 3-8) Indicator Reporting Year: 2017 (Fall)

[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green ▪ Asian	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Green ▪ Filipino	Green ▪ All Students (School Placement)	Green (None)	Green (None)	Blue (None)
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow ▪ English Learners	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange (None)	Orange ▪ Socioeconomically Disadvantaged ▪ Hispanic	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (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 **2018 - 2019**

\$328.931

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year 2018 - 2019

\$328,931

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

\$ 295,091

Percentage of SPSA Budget that is Supplemental or Concentration Funds

90%

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.
- 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:	\$33,840	\$205,052	\$90,039		\$328,931
					\$0
Expenses:					\$0
Object 1XXX : Certificated Salary					\$0
Teacher Salary		\$50,000	\$50,000		\$100,000
Certificated Stipend					\$0
Substitute Teacher					\$0
Assistant Principal Salary		\$26,229			\$26,229
Sub-Total	\$0	\$76,229	\$50,000	\$0	\$126,229
					\$0
Object 2XXX: Classified Salary					\$0
Classified Clerical Salary	\$7,372	\$33,136			\$40,508
Instructional Assistant	\$12,054	\$32,196	\$3,000		\$47,250
Sub-Total	\$19,426	\$65,332	\$3,000	\$0	\$87,758
					\$0
Object 3XXX: Benefits					\$0

CE Statutory Benefit		\$22,000	\$14,500		\$36,500
CL Statutory Benefit	\$10,000	\$27,000	\$500		\$37,500
Health and Welfare					\$0
Sub-Total	\$10,000	\$49,000	\$15,000	\$0	\$74,000
					\$0
Object 4XXX: Supplies					\$0
Office Material and Supplies	\$4,414	\$7,491	\$17,493		
					\$0
					\$0
Non-Capitalized Equipment					\$0
Sub-Total	\$4,414	\$7,491	\$17,493		\$29,398
					\$0
Object 5XXX: Operational					\$0
Conference					\$0
Parent Engagement			\$1,500		\$1,500
Bus and Field-trips					\$0
Other Professional Services		\$7,000			\$7,000
Sub-Total	0	\$7,000	\$0	\$0	\$8,500
					\$0
Indirect Costs			\$3,046		\$3,046
					\$0
Total Expenses	\$33,840	\$205,052	\$90,039		\$328,931
					\$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. Conversations about school programs outlined within the SPSA were held as part of the following meetings and events.

- Parent Coffees - January 11, 2018 & March 9, 2018
- Instructional Leadership Team Meetings - January 22, 2018, January 31, 2018, February 12, 2018, March 1, 2018, March 19, 2018, April 5, 2018, April 23, 2018
- Staff Meetings - January 25, 2018, February 5, 2018, March 5, 2018, April 2, 2018
- ELAC Meetings - January 11, 2018, April 5, 2018
- SSC Meetings - January 18, 2018, February 8, 2018, March 8, 2018, April 26, 2018
- PTO Meetings - January 18, 2018, February 8, 2018, March 8, 2018, April 26, 2018

Parent surveys were conducted during Spring Student Led Conferences in May to gather additional input.

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 curriculum, English Learner programs, learning goals, and strategies for supporting students at home.

Staff responses to budget priorities surveys 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

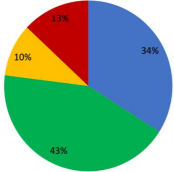

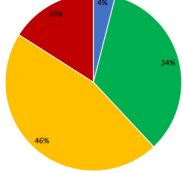
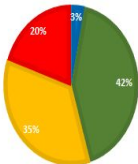
LOCAL _____

[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	2017 SBAC Results - All students	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	2017 SBAC Results - all students	Each subgroup will demonstrate 5% growth on SBAC math assessments.	Each subgroup will demonstrate 5% growth on SBAC math assessments.
Reclassification		17 students reclassified as Fluent English Proficient		

Early Literacy				
DRA	<p>DRA Proficiency - Grades K-2 Rose School Feb 2017</p>  <p>■ Exceeds DRA Benchmark ■ Meets DRA Benchmark ■ Below DRA Benchmark ■ Far Below DRA Benchmark</p>	<p>DRA Proficiency K-2 Feb 2018</p>  <p>■ Exceeds DRA Benchmark ■ Meets DRA Benchmark ■ Below DRA Benchmark ■ Far Below DRA Benchmark</p>	<p>The percentage of K-2 students meeting or exceeding the DRA2 grade level expectations on the 3rd Benchmark will grow by 5%</p>	<p>The percentage of K-2 students meeting or exceeding the DRA2 grade level expectations on the 3rd Benchmark will grow by 5%</p>
	<p>Informational Writing Proficiency - Grades K-6 Rose School Feb 2017</p>  <p>■ Above Grade Level ■ At Grade Level ■ Approaching Grade Level ■ Below Grade Level</p>	<p>INFORMATIONAL WRITING PROFICIENCY 2017-2018</p>  <p>■ Above Grade Level ■ At Grade Level ■ Approaching Grade Level ■ Below Grade Level</p>	<p>The percentage of students who score proficient (3 or higher on 4 point scale) on the district writing benchmark will grow by 5%</p>	<p>The percentage of students who score proficient (3 or higher on 4 point scale) on the district writing benchmark will grow by 5%</p>
Interim Benchmarks	<p><u>D3 Math</u> 8% > one level below 33% = one level below 59% = on level or above</p>	<p><u>2017 - 2018 D3 Math</u> 6% > one level below 57% = one level below 38% = on level or above</p> <p><u>2017 - 2018 D3 Reading</u> 11% > one level below 54% = one level below 35% = on level or above</p>	<p>The percentage of students who score on level or above on 3rd window I-Ready Benchmark assessments will increase by 5%</p>	<p>The percentage of students who score on level or above on 3rd window I-Ready Benchmark assessments will increase by 5%</p>
	<p><u>D3 Reading</u> 11% > one level below</p>			

34% = one level 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.

2017-18 ACTUAL

- District adopted Benchmark Advanced ELA/ELD CCSS curriculum began implementation with PD training for all teachers in January, 2018.
- PLC work at all grade levels around identifying essential standards in mathematics and common formative assessments across each grade level.
- Based on pre-assessments in writing standards grade levels determined instructional focuses and intervention needs
- Due to changes at the district level the SEAL program was not implemented this year.

Expenditures

BUDGETED

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

2017-18 ESTIMATED ACTUAL

\$2000 fo books and instructional materials from Supplemental to support CCSS instruction.

ANTICIPATED MODIFICATIONS TO ACTION

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Classroom instruction will be based on implementing the CCSS standards with student progress monitored using multiple assessment measures.	The Benchmark Advanced ELA/ELD Core Curriculum will be implemented in all classrooms for ELA and ELD instruction	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
\$12,000	\$2,000	
Block Grant, District funds (SEAL)	Block Grant	

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

PLANNED

Time will be allocated weekly for grade level teams to meet as Professional Learning Communities with the support of the Instructional Coach to:

- 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

2017-2018 Actual

- Each grade level meets as a PLC facilitated by the Instructional Coach for 50 minutes per week.
- Monthly Grade Level Meetings have been changed into staff PLC/PD meetings with focus on cross-grade level, schoolwide articulation and alignment
 - Essential standards in mathematics were identified at all grade levels with common formative assessments created at each grade level to measure student mastery of the standards, identify students requiring intervention, determining intervention next steps for those students and monitoring their growth.
 - With the implementation of the new district adopted Benchmark Advanced ELA/ELD curriculum PLC time was used for teachers to determine and share best practices for strategies and resources to meet the needs of all students.
- Due to changes at the district level the SEAL program was not implemented this year.

Expenditures

BUDGETED

- Instructional Coach Salary/Benefits- \$140,000
- PE Paraprofessional Salary/Benefits - \$20,000

ESTIMATED 2017-2018 Actual

- Instructional Coach Salary/Benefits- \$140,000 (75% supplemental/25% Title 1)
- PE Paraprofessional Salary/Benefits - \$20,000 (Supplemental

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Evolving actions

Grades TK-1 Instructional Coach and PLC focus will be on supporting the implementation of SEAL

Evolving actions - SEAL not implemented

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$120,000	Amount	<ul style="list-style-type: none"> Instructional Coach Salary/Benefits- \$140,000 (75% supplemental/25% Title 1) PE Paraprofessional Salary/Benefits - \$20,000 (Supplemental) 	Amount	
Source	Title 1, Supplemental	Source	<ul style="list-style-type: none"> Instructional Coach Salary/Benefits- \$140,000 (75% supplemental/25% Title 1) PE Paraprofessional Salary/Benefits - \$20,000 (Supplemental) 	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

PLANNED

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.

2017-2018 Actual

- The district adopted Newsela and BrainPop at all elementary sites so this did not have to come from site funds
- Front-Row was continued in all intermediate questions for both ELA and Math, it was expanded into some primary grade classrooms in math.
- Raz Kids was continued in some classrooms and for target intervention students.
- Reading Counts was continued school-wide
- Summit was expanded from just 6th grade to both 5th and 6th grades

Expenditures

BUDGETED	2017-18 ESTIMATED ACTUAL
Software/online licenses include <ul style="list-style-type: none"> - I-Ready - Newsela - Raz Kids - Front Row/Freckle - BrainPop - Reading Counts 	<ul style="list-style-type: none"> • Front Row/Freckle - \$3,000 • Raz-Kids - \$500 • I-Ready- \$5000 • Brainpop ELD - \$600

ANTICIPATED MODIFICATIONS TOACTION 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 checked="" 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.	Evolving Action - District will be purchasing licenses for Newsela, BrainPop, I-Ready. Site will be discontinuing use of Summit and is in process of evaluating new Personalized Learning Platforms. Continue use of Brainpop ELD, Freckle (formerly FrontRow, and Raz Kids)	

BUDGETED EXPENDITURES:**2017-18****2018-19****2019-20**

Amount	\$20,000	Amount	\$10,000	Amount	
Source	Block Grant, Supplemental	Source	Block Grant Supplemental	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

2017-2018 ACTUAL

- WIN rotations based on students' assessed EL needs/levels for designated EL instruction are held 3 times per week for 50 minutes per session for grades 1-6
- WIN/EL grouping for kindergarten was held
- WIN designated EL instruction was based on the EL Matrix of skills from EL Achieve with themes drawn from the monthly Tiger Traits and Book of the Month selections
- The Benchmark Advanced ELA/ELD curriculum was adopted by the district beginning in January 2018 and WIN instruction began the process of transitioning using that program and its resources.

Expenditures

BUDGETED

Release/extra duty time for staff
 Book of the Month/Instructional Materials for WIN

2017 - 2018 ESTIMATED ACTUAL

- \$1500 for Book of the Month and instructional materials from Supplemental

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ 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

Implementation Benchmark Advanced ELA/ELD curriculum during WIN/Designated ELD block. Groupings to be done across grade level to support cohesion between ELA and ELD instruction

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount \$1,000

Source Supplemental

Amount \$1,000

Source Supplemental

Amount

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.

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

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.

2017-2018 Actual

- As planned the instructional Coach coordinated and oversaw targeted interventions with small groups/individuals in ELA and math by the EL and Title 1 Paraeducators.
- The Instructional Coach met weekly with the paraeducators to review student progress and adjust instructional focuses based on data.
- The Title 1 Paraeducator retired as of 3/1/2018, partial duties for providing individual and small group tutoring were filled by other paraeducators working outside of their regular work day.

Expenditures

BUDGETED

- Instructional Coach Salary/Benefits
- EL Paraeducator Salary/Benefits
- Title 1 Paraeducator Salary/Benefits

ESTIMATED 2017-2018 Actual

- Instructional Coach Salary/Benefits- \$140,000 (75% supplemental/25% Title 1)
- EL Paraeducator Salary/Benefits - \$40,000(Supplemental)
- Title 1 Paraeducator Salary Benefits - \$30,000 (Title 1)

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ 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.

Title 1 Paraeducator position eliminated due to pending budget cuts. Instructional Coach will continue to oversee SST and other intervention providers.

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$200,000	\$180,000	
Source	Source	Source
Title 1, Supplemental, Block Grant	<ul style="list-style-type: none"> Instructional Coach Salary/Benefits- \$140,000 (75% supplemental/25% Title 1) EL Paraeducator Salary/Benefits - \$40,000(Supplemental) 	
Budget Reference	Budget Reference	Budget Reference

Goal 1 Action 6

The computer lab and technology resources will be available for students before/after school hours for students who do not have access to technology in their homes.	
<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 checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED 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.	2017-2018 Actual <ul style="list-style-type: none"> Instead of keeping the computer lab open before/after school Chromebooks were made available to the YMCA and homework club for students who participate in those programs Chromebooks have been made available for families to checkout for home use throughout the year Chromebooks have been made available in the school office for students or parents to access resources when needed.
	BUDGETED Teacher/paraeducator extra duty	ESTIMATED 2017-2018 Actual \$0

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 checked="" type="checkbox"/> Discontinued	<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.	This was discontinued. Chromebooks were made available for students before/after school in the school office, YMCA, homework club as well as to check out for home use.	N/A
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$5,000	n/a	
Source	Source	Source
Supplemental	n/a	
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"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> [Specific Student Group(s)]_ Hispanic/Latino
		<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.	2017-2018 ACTUAL The Homework Club met 4x per week with the EL paraeducator throughout the year. Target students were invited but the program was opened to all students to attend. The Paraeducator's weekly schedule was re-configured to include coverage for the Homework Club as part of his regular work day.
	BUDGETED Teacher/EL Paraeducator extra duty pay	2017 - 2018 ESTIMATED ACTUAL Built into EL Paraeducator workday - EL Paraeducator Salary/Benefits - \$40,000(Supplemental)

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> 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.	Target students and their parents will be invited to participate in the after school homework club with Spanish Language support. The homework club will be available assist students in accessing and completing core curriculum work.	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$3,000	Amount	\$40,000	Amount	
Source		Source	<ul style="list-style-type: none"> EL Paraeducator Salary/Benefits - \$40,000(Supplemental) 	Source	
Budget Reference		Budget Reference		Budget Reference	

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

Student Led Conferences will be held at all grades					
<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 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	2017 - 2018 ACTUAL As planned
	BUDGETED Portfolio materials/supplies	ESTIMATED 2017-2018 Actual \$500 for instructional materials from Block Grant

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 checked="" 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	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	share their growth with their parents through participation in Student Led Conferences	
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	\$500	Amount
Source	Block grant	Source
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 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.	2017 - 2018 ACTUAL <ul style="list-style-type: none"> Due to changes at the district level the SEAL program was not implemented this year. The Summit PLP program which integrates PBL with Personalized Learning was expanded to include both 5th and 6th grade
Expenditures	BUDGETED Instructional Materials/Supplies Grade level release time for the planning and implementation of new PBL projects	2017 - 2018 ESTIMATED ACTUAL \$500 for instructional materials from Block Grant

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
<ul style="list-style-type: none"> All students will participate in at least one Project/Problem Based Learning Opportunity (PBL) working in a collaborative team they will 	<ul style="list-style-type: none"> All students will participate in at least one Project/Problem Based Learning Opportunity (PBL) working in a 	<ul style="list-style-type: none">

<p>engage in inquiry, identify, research, take action to address and present their findings about a topic to a public audience.</p> <ul style="list-style-type: none"> • Grades TK-1 will be implementing SEAL integrated units and PBL projects will be tied to those themes. • Grade 6 projects will continue to be integrated into the Summit PLP as implementation evolves. 	<p>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> <ul style="list-style-type: none"> • Summit PLP is being discontinued - PBL units for 5th and 6th grade will be integrated with core classroom curriculum. 	
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	\$2,000	Amount
Source	Block Grant, Supplemental	Source
Budget Reference		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	
<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 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	2017-2018 Actual
	<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 • SVMl Math Strategies • Readers/Writers Workshop 	<ul style="list-style-type: none"> • Due to changes at the district level the SEAL program was not implemented this year. • 5 teachers new to Rose staff attended the Literacy Academy PD focused on Guided Reading and ELA instructional strategies. • 3 Teachers attended a conference on EL strategies • 3 Teachers participated in the Dell Botball STEAM program training. • 1 teacher attended the monthly SVMl trainings

Expenditures

<ul style="list-style-type: none"> • STEAM integration • EL Resources/Strategies • Response to Intervention • SEAL Implementation 	<ul style="list-style-type: none"> • 2 teachers and the instructional coach attended the Summit Basecamp training for implementation of the Summit PLP
BUDGETED Workshop/conference registration fees Substitute Teachers	ESTIMATED 2017-2018 Actual <ul style="list-style-type: none"> • Substitute Teachers for PBIS Training - \$2,000 from Supplemental • All other training covered by district funds

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" 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
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: <ul style="list-style-type: none"> • Guided Reading • Singapore Math Strategies • SVMl Math Strategies • Readers/Writers Workshop • STEAM integration • EL Resources/Strategies • Response to Intervention • SEAL Implementation 	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: <ul style="list-style-type: none"> • Guided Reading • Singapore Math Strategies • SVMl Math Strategies • Readers/Writers Workshop • STEAM integration • EL Resources/Strategies • Response to Intervention • Project Based Learning 	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$5,000	Amount	\$5,000	Amount	
Source	Block Grant, Supplemental	Source	Block Grant, Supplemental	Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 1 Action 11

Exploratory Learning Block

Students to be Served

☐ All District ☒ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
☐ English Learners ☐ Foster Youth ☒ Low Income ☒ Specific Grade spans: 1st - 6th Grades

Actions/Services

PLANNED

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.

2017-2018 Actual

Two sessions of Exploratory were held: one from October - December and the other from February - April with each ending in a Showcase for students to share their work with a public audience.

Expenditures

BUDGETED

Instructional Materials and supplies - \$1,000

ESTIMATED 2017-2018 Actual

Instructional Materials and supplies - \$1,000 from Block Grant

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

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.

The Exploratory program will be modified to one longer session for students to be involved in their area of study at a deeper level. The Exploratory Block will be held for approximately 15 weeks from October - February with the Showcase of student work coinciding with Student Led Conferences so that more parents and public community members can attend.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$1,000

Amount

\$1,000

Amount

Source	Block Grant	Source	Block Grant	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

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

Parent workshops will be offered to teach parents specific strategies for supporting their students' learning in Reading and Math

2017-2018 Actual

- Monthly TK/K Family nights were held in cooperation with Burnett School covering topics relating to young children's developmental, academic, social, emotional, and motor needs.
- During the fall semester a Math Family Game Night and a Math Parent University were held.
- During the spring semester a Literacy Family Game Night and Literacy Parent University were held.
- In the Spring a Parent University focused on Cybersecurity and Social Media Apps was held

Expenditures

BUDGETED

Supplies and Materials - \$500

ESTIMATED 2017-2018 Actual

Supplies and materials - \$500 from supplemental

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

☐ New ☒ Modified ☐ Unchanged

Parent workshops will be offered to teach parents specific strategies for supporting their students' learning in Reading and Math

2018-19

☐ New ☒ Modified ☐ Unchanged

Survey parents for topics to be offered for Parent University. Incentives to students and families to encourage attendance at Parent University events

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES:**2017-18**

Amount	\$500
Source	Supplemental
Budget Reference	

2018-19

Amount	\$1,000
Source	Supplemental(50%), Title 1 (50%)
Budget Reference	

2019-20

Amount	
Source	
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.

2017-2018 Actual

Coaching meetings were held in September and February to review student progress and identify next steps for students requiring intervention to meet grade level standards

Expenditures**BUDGETED**

Substitute teacher salary - \$660

ESTIMATED 2017-2018 Actual

\$660 Substitute teacher cost - supplemental

2017-18

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> 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.

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> 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.

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$500	Amount	\$600	Amount	
Source	Supplemental, Title 1	Source	Supplemental (50%), Title 1 (50%)	Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **14**

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

<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"/> 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.

2017-2018 Actual

Occurred as planned. The program was opened up for 1st grade students as an enrichment option.

Expenditures

BUDGETED

Reading Counts License Fees - \$650
Student Incentives - \$1500

ESTIMATED 2017-2018 Actual

Reading Counts License Fees - \$650 from Supplemental
Student Incentives - \$1500 from Supplemental (50%) Block Grant (50%)

ANTICIPATED MODIFICATIONS TOACTION 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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> 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 reading/reading comprehension.	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.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$3,000	Amount	\$3,000	Amount	
Source	Supplemental (70%) Block Grant (30%)	Source	Reading Counts License Fees - from Supplemental Student Incentives - Supplemental (50%) Block Grant (50%)	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>Kindergarten & 1st Grade</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.

2017-2018 Actual

- Science is Elementary occurred as planned in all kindergarten classrooms.
- Science is Elementary was not able to support the TK program this year.

Expenditures

BUDGETED

- Books to extend science instructional themes

ESTIMATED 2017-2018 Actual

No cost to site for 2017-18, covered by KLA/Tencor Grant

ANTICIPATED MODIFICATIONS TO ACTIONACTION NARRATIVES:

2017-18	2018-19	2019-20
✓ 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
All TK and Kindergarten classes will participate in the Science is Elementary hands on science/engineering	Expand program into 1st grade	

program each month with community volunteers from KLA/Tencor..

BUDGETED EXPENDITURES:

2017-18

Amount

\$500

Source

Block Grant

Budget

Reference

2018-19

Amount

\$2,000

Source

Supplemental

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	Parent Survey Data		
Attendance at all Parent Engagement Events (Open House, Back to School Night, Fall Conferences, Student Led Conferences, Parent Ed workshops etc.)	Tracked by sign in sheets	36% (181/497) students had a parent attend one or more parent engagement/family night events 100% of students had a parent or family member attend their Student Led Conference		
Increase in PTO & ELAC Parent Participation	Tracked by sign in sheets	Tracked by sign in sheets		
Decrease in student discipline referrals	Number of referrals to administration for	The number of students referred to the office for disciplined dropped from 41 to 25		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

2017-2018 Actual

- Increased opportunities for parents to participate in order to acquire knowledge and skills to support their child's education	<ul style="list-style-type: none"> During the fall semester a Math Family Game Night and Parent University provided parents with strategies and resources for building their children's math skills and knowledge. During the spring semester a Literacy Family Game Night and Parent University provided parents with strategies and resources for building students reading, writing, listening and speaking skills.
- 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.	<ul style="list-style-type: none"> Parent survey results
- Increased percentage of Average Daily Attendance and reduction of the number of students who are designated as Chronically truant	Per Aeries attendance data <ul style="list-style-type: none"> Decrease in the percentage of students designated as 'at risk' of being truant from 21.9% to 15.7% Increase in the percentage of students with perfect attendance from 15.8% to 25.9%

- Increased opportunities for students to participate in extracurricular, leadership and enrichment activities.	<ul style="list-style-type: none"> Garden club was expanded to all grades Dell BotBall (coding and robotics) Challenge was incorporated into the Tech Enrichment program and a 1st grade girls challenge group was also created
- Decreased number of student referrals to administration for disciplinary issues	<ul style="list-style-type: none"> The number of students referred for discipline dropped from 41 to 25. No students were designated as chronic disciplinary concerns in 2017/18 down from 1 student in 2016/17.

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.	2017-2018 Actual Due to changes in the district's contract for counseling services were only made available for 2 days per week. A focus on providing counseling in 12 session cycles and finding outside resources to support students and families who needed longer-term or more intensive counseling services was made.
Expenditures	BUDGETED Counseling program fees	ESTIMATED 2017-2018 Actual \$5000 from Supplemental

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 checked="" 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.	Counseling services will be available 2 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.	

BUDGETED EXPENDITURES:

2017-18

Amount

\$17,000

Source

Block Grant

Budget

Reference

2018-19

Amount

\$5,000

Source

Supplemental

Budget

Reference

2019-20

Amount

Source

Budget

Reference

Goal **2** Action **2****Community and Family Events Events**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

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.

2017-2018 Actual

- Family Math Game Night was held in October
- Parent University on Math was held in December
- Family Literacy Game Night was held in January
- Bedtime Story Hour is scheduled for March 1
- Parent University on Literacy was held in April
- Monthly TK/K Early Learning Family Nights have been held in conjunction with Burnett School
- Parent Cyber-Safety and Social Media Night was held in May
- PTO Dining for Dollars Family nights were held monthly
- PTO McTeacher Night was held in April

Expenditures

BUDGETED

Materials and supplies

ESTIMATED 2017-2018 Actual

\$500 for materials and supplies from Supplemental (40%), Title 1 (30%), PTO (30%)

ANTICIPATED MODIFICATIONS TOACTION NARRATIVES:**2017-18**☐ New ☒ Modified ☐ Unchanged

Family events such as Bedtime Story Hour and Math Game Nights will be held throughout the year to

2018-19☐ New ☐ Modified ☒ Unchanged

Family events such as Bedtime Story Hour and Game Nights will be held throughout the year to

2019-20☐ New ☐ Modified ☐ Unchanged

encourage family participation and promote academic learning.	encourage family participation and promote academic learning.	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$500	Amount	\$500	Amount	
Source	Title 1, Supplemental, PTO	Source	Supplemental (70%), Title 1 (30%)	Source	
Budget Reference		Budget Reference		Budget Reference	

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

Exploratory Block STEAM Elective	
<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"/> Specific Grade spans: Grades 1-6

Actions/Services	PLANNED 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.	2017-2018 Actual This was held as planned
Expenditures	BUDGETED Supplies and Materials	ESTIMATED 2017-2018 Actual \$1,000 for materials and supplies from Block Grant (50%) and Supplemental (50%)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
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.	One 15-16 week Exploratory Block elective class session will be offered to students in grades 1-6 based on STEAM topics.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$500	Amount	\$1500	Amount	
Source	Supplemental, Block Grant	Source	Supplemental (50%), Block Grant (50%)	Source	
Budget Reference		Budget Reference		Budget Reference	

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

Parent Engagement Events

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

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

2017-2018 Actual

- Principal/Parent Coffee was held each trimester
- Donuts with Dad was held in December
- Muffins with Mom was held in April
- Halloween Parade was held in October
- Turkey Trot was held in November
- Bunny Hop was held in April
- Square Dance was held in May
- Walking Wednesday was held in May

Expenditures

BUDGETED

Materials and supplies

ESTIMATED 2017-2018 Actual

\$1,000 Materials and Supplies- Supplemental Student Council - Bunny Hop/Halloween Parade/Turkey Trot

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18	2018-19	2019-20
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<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> 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
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	Assistant Principal will coordinate Parent /Family 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	Amount	Amount
\$500	\$35,000	
Source	Source	Source
Supplemental, Title 1, PTO, Student Council	Assistant Principal Salary/Benefits (Supplemental) Materials and Supplies for events - Supplemental, Title 1, PTO, Student Council - Based on event	
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: _____

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

2017-2018 Actual

Extracurricular, enrichment and leadership clubs were implemented as planned with the following adjustments/modifications:

- Garden Club was opened to students in all grades as an after school program.
- Spirit Leaders was incorporated into the Student Council

Expenditures

<ul style="list-style-type: none"> • Chorus • Band • Tech Challenge/Enrichment • Yearbook • Intramural Sports • Talent Show • Spirit Leaders • Student Valets • Student Council • Library Crew 	<ul style="list-style-type: none"> • In addition to Student Council officers and classroom representatives a leadership team was created to expand participation.
BUDGETED Supplies and Materials	ESTIMATED 2017-2018 Actual \$500 supplies and materials from Block Grant

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 checked="" 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: <ul style="list-style-type: none"> • Garden Club • Broadcast Team • Chorus • Band • Tech Challenge/Enrichment • Yearbook • Intramural Sports • Talent Show • Spirit Leaders • Student Valets • Student Council 	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: <ul style="list-style-type: none"> • 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	\$500	Amount	
Source	Block Grant, Student Council	Source	Block Grant, Student Council	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					
<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: _____	

TiActions/Services	PLANNED 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.	2017-2018 Actual Tiger Traits and Book of the Month were implemented as planned. The Peacebuilder award was expanded with the introduction of Tiger Tags student earned as part of the recognition.
Expenditures	BUDGETED Book of the Month Books	ESTIMATED 2017-2018 Actual \$2,000 for Books from Supplemental (50%)/Block Grant (50%)

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> 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.	Tiger Traits and Books of the Month will be aligned to PBIS Implementation and School Wide Expectations for R.O.A.R. (Respect, Open Minded, Ambitious, Responsible)	

BUDGETED EXPENDITURES:

2017-18

Amount

\$2500

Source

Supplemental, Block Grant

Budget

Reference

2018-19

Amount

\$2,000

Source

Supplemental, Block Grant

Budget

Reference

2019-20

Amount

Source

Budget

Reference

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

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

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 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.

2017-2018 Actual

Implemented as planned

Expenditures

BUDGETED

EL Paraeducator Salary/Benefits

ESTIMATED 2017-2018 Actual

\$40,000 Salary/Benefits from Supplemental

ANTICIPATED MODIFICATIONS TOACTION NARRATIVES:**2017-18**☐ New ☒ Modified ☐ 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.

2018-19☐ New ☐ Modified ☒ 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.

2019-20☐ New ☐ Modified ☐ UnchangedBUDGETED EXPENDITURES:

2017-18

Amount

\$38,000

Source

Supplemental

Budget

Reference

2018-19

Amount

\$40,000

Source

Supplemental

Budget

Reference

2019-20

Amount

Source

Budget

Reference

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

Assistant Principal and Staff Secretary (Attendance Clerk) will track/monitor student attendance and create attendance plans for students at-risk/identified as being chronically truant in order to reduce student absences and tardies

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

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.

2017-2018 Actual

Implemented as planned - Tiger Tapes were added as part of the recognition/incentive for students who had perfect attendance each month. The Staff Secretary tracked those students and organized the reward system.

Expenditures

BUDGETED

Staff Secretary (Attendance Clerk) Salary/Benefits

ESTIMATED 2017-2018 Actual

\$55,000 salary benefits Block Grant (25%)/Supplemental (75%)

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18
☐ New ☐ Modified ☒ Unchanged

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

2018-19
☐ New ☒ Modified ☐ Unchanged

The Assistant Principal and 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

2019-20
☐ New ☐ Modified ☐ Unchanged

Principal to put interventions and supports in place for those students.	put interventions and supports in place for those students.	
--	---	--

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$55,000	\$80,000	
Source	Source	Source
Supplemental, Block Grant	Assistant Principal Supplemental Staff Secretary - Supplemental(75%)/Block Grant (25%)	
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	
<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 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 	2017-2018 Actual Implemented as planned <ul style="list-style-type: none"> Newsletters were translated into Spanish Aeries Signal Kit adopted by the district was used for phone/e-mail/text communication in multiple languages Class Dojo was implemented schoolwide beginning in February 2018 to provide a more comprehensive communication system for parents that has translation capabilities built in.
	BUDGETED <ul style="list-style-type: none"> Staff Secretary Salary/Benefits EL Paraeducator Salary/Benefits Translator extra duty pay Paper and copier supplies 	ESTIMATED 2017-2018 Actual \$1,000 Extra Duty salary/benefits from Translation budget \$55,000 Staff Secretary salary/benefits Block Grant (25%)/Supplemental (75%) \$40,000 EL Paraeducator salary/benefits from Supplemental

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 checked="" 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 	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 • Class Dojo posts and communications 	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$90,000	Amount \$106,000	Amount
Source Supplemental, Block Grant, Title 1	Source \$1,000 Extra Duty salary/benefits from Translation budget \$55,000 Staff Secretary salary/benefits Block Grant (25%)/Supplemental (75%) \$40,000 EL Paraeducator salary/benefits from Supplemental	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

Expenditures

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 and setting priorities for the implementation of a comprehensive Positive Behavioral Intervention and Support (PBIS) program.	2017-2018 Actual <ul style="list-style-type: none"> - Beginning of the year Citizenship Assemblies were held as planned - PBIS Team attended county PBIS training, worked with staff and community to develop PBIS ROAR Matrix of expectations across the school - Caught Being Good program was modified to focus on the ROAR traits with the inclusion of an incentive program for staff for supporting the implementation - Peace Signs Assembly and classroom program on Conflict Resolution and problem solving for grades 3-6
BUDGETED Substitute teachers for team to attend PBIS workshops	ESTIMATED 2017-2018 Actual \$500 Extra Duty for classified staff to participate in development of school rules/expectations from Supplemental \$1,000 Caught Being Good Incentives from Block Grant (50%) / Supplemental (50%) \$2,000 for substitute teachers for PBIS Team to attend training from Supplemental

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 checked="" 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.	Implementation of PBIS R.O.A.R matrix of Schoolwide Expectations. Expectations lessons will be taught in all classrooms. Caught Being Good and Tiger Tags incentive programs will be aligned with R.O.A.R. expectations	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount \$500	Amount \$5,000	Amount
Source Block Grant	Source Block Grant (50%)/Supplemental (50%)	Source

Budget
Reference

Budget
Reference

Budget
Reference

Goal 2 Action 11

A Mindfulness Curriculum will be incorporated into 4th – 6th grade science classes

Students to be Served

- ☐ All District
 ☐ All School
 ☐ Students with Disabilities
 ☐ [Specific Student Group(s)] _____
☐ English Learners
 ☐ Foster Youth
 ☐ Low Income
 ✓ Specific Grade spans: 4th - 6th grades

Actions/Services

PLANNED

A Mindfulness Curriculum will be incorporated into 4th – 6th grade science classes to help students reduce stress, improve their attention, manage emotions, and gain greater control over their own thoughts and actions

2017-2018 Actual

- Implemented as planned with 8 sessions per class
- Tardiness and time management concepts were incorporated into 6th grade program
- Yoga was offered as an Exploratory Class during the fall session for students who wanted to delve into the concepts at a deeper level.

Expenditures

BUDGETED

ESTIMATED 2017-2018 Actual

No cost

ANTICIPATED MODIFICATIONS TO

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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
A Mindfulness Curriculum will be incorporated into 4 th – 6 th grade science classes to help students reduce stress, improve their attention, manage emotions, and gain greater control over their own thoughts and actions	A Mindfulness Curriculum will be incorporated into 4 th – 6 th grade science classes to help students reduce stress, improve their attention, manage emotions, and gain greater control over their own thoughts and actions	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$100	Amount	\$100	Amount	
Source	Decentralized	Source	Block Grant	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	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.	2017-2018 Actual Implemented as planned with EO/FEP students in 5th and 6th grades during WIN rotation. Each SDC student participated 3x/week. Each general education student participated for 4 weeks.
	BUDGETED none	ESTIMATED 2017-2018 Actual No cost

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 checked="" 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.	6th grade 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
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Amount	0	Amount	\$100	Amount	
Source	N/A	Source	Block Grant	Source	
Budget Reference		Budget Reference		Budget Reference	

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

Assist					
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	<input checked="" type="checkbox"/> Specific Grade spans:4th - 6th grade	

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
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.	6th grade 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	Amount	Amount
0	\$100	
Source	Source	Source
N/A	Block Grant	
Budget Reference	Budget Reference	Budget Reference

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 3	MUSD supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2017-18 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 scored 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 Socioeconomically Disadvantaged: 40 Disabled: 21 	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%
English Learner Reclassification Rates		In 2017/18 17 students were reclassified as Fluent English Proficient (RFEP)		

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

2017-2018 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%	Scores will be available in August 2018
The percentage of English Learner students who achieve 1 or more level increase on the CELDT/State EL Assessment will increase by 5%	CELDT was replaced with ELPAC during the 2017/18 school year. 2017/18 will serve as the baseline year for ELPAC

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

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

2017-2018 Actual

- WIN rotations based on students' assessed EL needs/levels for designated EL instruction are held 3 times per week for 50 minutes per session for grades 1-6
- WIN/EL grouping for kindergarten was held
- WIN designated EL instruction was based on the EL Matrix of skills from EL Achieve with themes drawn from the monthly Tiger Traits and Book of the Month selections
- The Benchmark Advanced ELA/ELD curriculum was adopted by the district beginning in January 2018 and WIN instruction began the process of transitioning using that program and its resources.

Expenditures

BUDGETED

Release/extra duty time for staff to administer ADEPT Oral English Language Assessment to determine student grouping

ESTIMATED 2017-2018 Actual

\$2,000 for Book of the Month and instructional materials from Supplemental
 \$600 for BrainPop ELD license

Book of the Month/Instructional Materials for WIN Instruction	
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2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" 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
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	For 2018-19 WIN groupings will be done by grade level and will use the Benchmark Advanced ELD components as the Core Instructional program. BrainPop ELD be used as a supplemental program	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$1,000	Amount	\$1,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference		Budget Reference		Budget Reference	

Goal 3 Action 2

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

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

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.

2017-2018 Actual

Implemented as planned with EO/FEP students in 5th and 6th grades during WIN rotation. Each SDC student participated 3x/week. Each general education student participated for 4 weeks.

Expenditures

BUDGETED

none

ESTIMATED 2017-2018 Actual

None

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 checked="" 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.	6th Grade 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	\$100	Amount	
Source	N/A	Source	Block Grant	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	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.	2017-2018 Actual <ul style="list-style-type: none"> As planned the instructional Coach coordinated and oversaw targeted interventions with small groups/individuals in ELA and math by the EL and Title 1 Paraeducators. The Instructional Coach met weekly with the paraeducators to review student progress and adjust instructional focuses based on data. The Title 1 Paraeducator retired as of 3/1/2018, partial duties for providing individual and small group tutoring were filled by other paraeducators working outside of their regular work day.

Expenditures

BUDGETED

- Instructional Coach Salary/Benefits
- EL Paraeducator Salary/Benefits
- Title 1 Paraeducator Salary/Benefits

ESTIMATED 2017-2018 Actual

- Instructional Coach Salary/Benefits- \$140,000 (75% supplemental/25% Title 1)
- EL Paraeducator Salary/Benefits - \$40,000(Supplemental)
- Title 1 Paraeducator Salary Benefits - \$30,000 (Title 1)

ANTICIPATED MODIFICATIONS TOACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged☐ New ☒ Modified ☐ Unchanged☐ New ☐ Modified ☐ 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.

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 other intervention providers based on demonstrated needs

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$200,000

Amount

\$200,000

Amount

Source

Title 1, Supplemental, Block Grant

Source

- Instructional Coach Salary/Benefits- \$140,000 (75% supplemental/25% Title 1)
- EL Paraeducator Salary/Benefits - \$40,000(Supplemental)
- Paraeducator Extra Duty supplemental (50%)/title 1(50%)

Source

Budget
ReferenceBudget
ReferenceBudget
Reference

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.

2017-2018 Actual

The Homework Club met 4x per week with the EL paraeducator throughout the year. Target students were invited but the program was opened to all students to attend. The Paraeducator's weekly schedule was re-configured to include coverage for the Homework Club as part of his regular work day.

Expenditures

BUDGETED

Teacher/ EL Paraeducator extra duty pay

ESTIMATED 2017-2018 Actual

Built in to EL Paraeducator Salary - EL Paraeducator Salary/Benefits - \$40,000(Supplemental)

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.

Target students and their parents will be invited to participate in the after school homework club with Spanish Language support. The homework club will be available assist students in accessing and completing core curriculum work.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount \$3,000

Amount \$40,000

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

EL Paraeducator Salary/Benefits - \$40,000(Supplemental)

Goal **3** Action **5**

The computer lab and technology resources will be available for students before/after school hours for students who do not have access to technology in their homes.

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

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.

2017-2018 Actual

- Instead of keeping the computer lab open before/after school Chromebooks were made available to the YMCA and homework club for students who participate in those programs
- Chromebooks have been made available for families to checkout for home use throughout the year
- Chromebooks have been made available in the school office for students or parents to access resources when needed.

Expenditures

BUDGETED

Teacher/paraeducator extra duty

ESTIMATED 2017-2018 Actual

No Cost

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 checked="" type="checkbox"/> Discontinued	<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.	N/A	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$5,000	Amount	n/a	Amount	
Source	Supplemental	Source	n/a	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"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
			<input checked="" type="checkbox"/> [Specific Student Group(s)]_Hispanic/Latino
			<input checked="" type="checkbox"/> Specific Grade spans: Grades K-5

Actions/Services	<p>PLANNED</p> <p>Reading Partners will provide targeted 1:1 reading instruction to students in grades K-5 who are significantly below grade level standards.</p> <p>Enrolled Students by grade:</p> <table><tr><th></th><th>Total Enrolled</th></tr><tr><td>Kindergarten</td><td>5</td></tr><tr><td>First Grade</td><td>11</td></tr><tr><td>Second Grade</td><td>9</td></tr><tr><td>Third Grade</td><td>13</td></tr><tr><td>Fourth Grade</td><td>7</td></tr><tr><td>Fifth Grade</td><td>1</td></tr><tr><td>Total</td><td>46</td></tr></table>		Total Enrolled	Kindergarten	5	First Grade	11	Second Grade	9	Third Grade	13	Fourth Grade	7	Fifth Grade	1	Total	46	<p>2017-2018 Actual</p> <p>Reading Partners Data Summary of students served by grade level</p> <ul style="list-style-type: none">- Implemented as planned. Due to difficulty finding volunteer tutors to support students some students were only served 1x per week and focus was placed on students in grades 1-4
		Total Enrolled																
Kindergarten	5																	
First Grade	11																	
Second Grade	9																	
Third Grade	13																	
Fourth Grade	7																	
Fifth Grade	1																	
Total	46																	
Expenditures	<p>BUDGETED</p> <p>Reading Partners Service Fee - \$25,000</p>	<p>ESTIMATED 2017-2018 Actual</p> <p>\$15,000 - negotiated reduced fee from Title 1</p>																

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 checked="" 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.	Reading Partners will provide targeted 1:1 reading instruction to students in grades K-5 who are significantly below grade level standards. For the 2018/19 School Year Reading Partners has agreed to waive the program fees	
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$25,000	0	
Source	Source	Source
Supplemental, Title 1	n/a	
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	PLANNED After school tutoring classes will be offered to target students who are not meeting grade level standards in Reading and/or Math	2017-2018 Actual <ul style="list-style-type: none"> • After school tutoring was offered to target 5th grade students in math 2x per week • After school tutoring was offered to target 6th grade students in math 1x per week • After school tutoring was offered to target kindergarten students in English Language Arts & Math 2x per week • After school small group reading instruction was offered to target 1st grade students 1x per week
	BUDGETED Teacher Extra Duty Pay	ESTIMATED 2017-2018 Actual \$2,000 Teacher Extra Duty Pay from /Supplemental (50%)

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

After school tutoring classes will be offered to target students who are not meeting grade level standards in Reading and/or Math	After school tutoring classes will be offered to target students who are not meeting grade level standards in Reading and/or Math. Tutoring will also be offered to EL students who have not been making adequate progress toward becoming Fluent English Proficient .	
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$1,500	\$2,500	
Source	Source	Source
Supplemental	Title 1(50%)/Supplemental (50%)	
Budget Reference	Budget Reference	Budget 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	April 26, 2018
Stella Rao	Teacher	srao@musd.org	April 26, 2018
Ramon Vijil	Teacher	rvijil@musd.org	April 26, 2018
Sydney Tang	Teacher	stang@musd.org	April 26, 2018
Valerie Negrito	Classified Staff	vnegrito@musd.org	April 26, 2018
Loren Wutzke	Parent	lorenwutzke33@hotmail.com	April 26, 2018
Cher Tucker	Parent	cherilyntucker1980@gmail.com	April 26, 2018
Norma Carbajal Leon	Parent	carbajalleon35@gmail.com	April 26, 2018
Sabi Joshi	Parent	sabipanta@yahoo.com	April 26, 2018

Number of
members of each
category

1

3

1

5

0

School Site Council 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.
(Check all that apply):



English Learner Advisory Committee signature: _____

Agan Valencia



If applicable, Local Control Funding Formula Stakeholders Advisory Committee (D-LCAP or CBAC) signature: _____



Special Education Advisory Committee signature: _____



Departmental Advisory Committee (secondary) signature: _____



District/School Liaison Team for schools in comprehensive support and improvement signature: _____



Other committees established by the school or district (specify) signature: _____

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 LCAP .
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on 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.
7. This SPSA was approved by the SSC at a public meeting on: April 26, 2018

Nanci Pass

Typed name of School Principal



Signature of School Principal

4/26/18
Date

Cherilyn Tucker

Typed name of SSC Chairperson



Signature of SSC Chairperson

4/26/18
Date