

School Year: **2024-25**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Rosa Elementary	19 65052 6022941	May 6, 2024	July 24, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by La Rosa Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
La Rosa does not meet the criteria for CSI, TSI, or ATSI.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by La Rosa Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

La Rosa does not meet the criteria for CSI, TSI, or ATSI.

A component of the Every Student Succeeds Act (ESSA) requires each school receiving federal funds within a state to develop and implement an Accountability Plan that establishes long-term goals and indicators of success, addresses the needs of student groups, provides measurements of interim progress toward meeting long-term goals, and describes goals for improvement necessary to make significant progress in closing statewide proficiency gaps. As part of California's Local Control Funding Formula (LCFF), all Local Educational Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners, and foster youth). The plan includes annual actions that district's will take to accomplish their goals, including and itemization of their expenditures to support their actions. Our school works closely with Temple City Unified School District's students, staff, parents, and community stakeholders to ensure that this plan is in alignment with ESSA and LCFF through the district's Local Control Accountability Plan (LCAP). La Rosa Elementary has developed goals, in partnership with SSC, designed to improve English Language Arts, mathematics, social-emotional learning, visual and performing arts, and safety in alignment with District goals, as described in our Local Control Accountability Plan (LCAP). The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA.

Educational Partner Involvement

How, when, and with whom did La Rosa Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our school works closely with educational partners to review, implement, and monitor the Single Plan for Student Achievement (SPSA). Beginning with the staff during the Fall, the SPSA is reviewed with the staff while reinterpreting the latest data student achievement metrics are discussed and changes to the SPSA are made and annual goals are set. Throughout the school year, the SPSA is updated as new data is available through the California Dashboard and local assessments. This analysis continues getting feedback from parents, community members, and district office staff. The school conducts an annual needs assessment using various surveys and holds various family engagement meetings to get input. The SPSA is evaluated and refined with educational partner input. The draft is then proposed to the School Site Council (SSC) in May and is either approved or revised accordingly. The SPSA is reviewed at least four times a year by the School Site Council (SSC) and the Instructional Leadership Team (ILT). Our ELAC has the opportunity to give recommendations for the SPSA to our SSC at least four times per year.

We hold Title I meetings throughout the year for parents and students to help with school connectivity as well as monthly Coffee with the Principal meetings and PTA meetings. At all of these meetings, strategies are discussed with parents on how to assist their child in meeting academic content standards. A Parent-Compact is also signed by the parent agreeing to their role as partners in teaching and learning with the school site. Throughout the year, family events are held and align with our parent involvement policy.

Our Community liaison position is used to coordinate parent trainings as identified in the Local Control Accountability Plan. The District and sites have updated their respective websites to improve communication with all stakeholders.

Further, each site works collaboratively with a community-based educational foundation to help support students and parents.

Principals work together with district administration once per month to review implementation and expenditures related to the SPSA and the LCAP alignment. These monthly meeting provide time for administration to regularly monitor and update the metrics, strategies, implementation, effectiveness, and budget. (Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29)

In 2023-24, our site held SSC meetings on the following dates where educational partners were able to give input: September 11, 2023, October 9, 2023, November 6, 2023, January 29, 2024, March 18, 2024, May 6, 2024
Our site held ELAC meetings on the following dates where parents of English learners had the opportunity to give input into the SPSA: August 25, 2023, October 10, 2023, December 8, 2023, February 9, 2024, April 19, 2024

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We identified that our students with disabilities and English learners as student group that needs additional supports. We found that we need to focus on engaging our parents of students with disabilities and English Learners. Parent/caregiver interest and involvement in their child's academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. As a school and a system leaders can organize and invest to lower these barriers to better engage with parents.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our school had the following red state indicators on the 2023 Dashboard: La Rosa had no red state indicators

Our school had the following orange state indicators on the 2023 Dashboard: English Learner Progress is an orange state indicator.

We will do the following to address these areas of growth: We have had staff developments focused on English Learner strategies. We have purchased supplemental curriculum. Our English Learner students have access to Imagine Learning and Literacy.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Our school had the following student groups that were two or more performance levels below the "all student" performance level:

English Language Arts - Socioeconomically Disadvantaged - Yellow

We will do the following to address these areas of growth: We will ensure these students receive the appropriate supports, including intensive intervention during the school day or after school tutoring.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Annually each site holds a site engagement meeting and the following data points are highlighted. The educational partners have an opportunity to weigh in on the needs of the school related to each goal in the SPSA. The following data points are reviewed as SPSA goals, strategies, and activities are created each year. The site uses the SPSA Evaluation to also determine the necessary needs and changes to the School Plan for Student Achievement.

The District K12 Insight Local Climate Survey taken by students, parents, and staff, provides quantifiable data regarding school culture and climate.

The 2023-24 Local School Climate Survey for parents and students was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents --65

In the K12 local climate survey, we learned the following about our engagement groups:

13% of the parents, disagree that La Rosa provides educational experiences and opportunities that reflect their child's culture, ethnicity, and identity.

Here are two data points that we can celebrate:

94% of parents agree or strongly agree that there is a teacher, counselor, or other staff member their child can go to for help when they have a problem.

92% of parents agree or strongly agree that La Rosa provides high quality instruction for their child.

Here are two data points that show our opportunities:

11% of parents do not feel that La Rosa is preparing them for the next academic year.

11% of parent do not agree that their child's social and emotional needs are being met.

During our SPSA Needs Assessment Engagement Meeting, educational partners made the following recommendations for the school site council and district parent advisory council to consider for the 24-25 school year:

1. Academic Programs-Having after school tutoring or homework assistance for students.
2. Engagement- Family oriented activities
3. School Climate- After school programs, such as coding or clubs

Informal, qualitative survey information is collected monthly at Coffee with the principal and leadership meetings. Throughout the year, site ELAC, SSC, and PTA meetings provide opportunities for parents to give feedback to staff. Talking Tours are conducted once a year with selected students to discuss their insight into the survey data.

The 2023-24 California Healthy Kids Survey for parents and students was administered during in winter of 2024. The California Healthy Kids Survey indicated that we need to focus on family engagement.

Classroom Observations:

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Site administration had a focus of increasing the amount of Checking for Understanding opportunities within the instructional day throughout the school year. Three staff meetings focused on the implementation of strategies taken from Teach Like a Champion. Site and district administration visited classrooms to support teachers with the implementation of checking for understanding strategies.

The school site instructional leadership team, consisting of one teacher from each grade level, walked through classrooms to conduct site level learning walks with the principal.

The purpose of classroom observations is to observe for student learning. Administrators and mentor teachers provide feedback to teachers to strengthen instruction. Additionally, probationary teachers have opportunities to observe best practices from tenured teachers on site and at other schools to further refine teaching practices. Each year, the site administrator performs three documented walk-throughs of each classroom using our TCUSD classroom observation protocol. Each tenured classroom teacher is formally observed at least once every other year with the criteria outlined by the California Standards for the Teaching Profession. In addition to regular classroom walk-throughs and observations by the site administrator, teachers work in collaboration and participate in learning walks, classroom visitations, and exchange ideas and best practices. Teachers continue to focus on a high level of student engagement, collaboration, and deeper learning. In summary, faculty members are passionate about teaching and reaching all students, treating students with respect, and all members of the school community are eager to learn and help create future leaders.

In summary, Principals would like to take their teams to visit other school sites next year and to walk together as a site leadership team at each school.

Local Assessments:

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA and Math for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum, Instruction, Assessment, and Professional Development that will support achieving the SMART Goals.

ELA SMART Goal 1: On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

ELA will increase from 69% to 71%

Math will increase from 76% to 77%

Math SMART Goal 2: Create engagement opportunities for student academic and social-emotional success.

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the K-8 Iready data, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ELA IReady Data for August 2023

Grade/ Percent Exceeded or Met standard

1st/ 33%

2nd/ 48%

3rd/ 62%

Baseline Math Iready Data ELA for August 2023

Grade/ Percent Exceed or Met standard

1st/ 23%

2nd/ 23%

3rd/ 37%

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the Common Core Standards in ELA and Math to monitor student progress and modify instruction. Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

ELA IReady Data for January 2024

Grade/ Percent Exceeded or Met standard

K/ 65%

1st/ 50%

2nd/ 68%

3rd/ 71%

Math Iready Data ELA for January 2024

Grade/ Percent Exceed or Met standard

K/ 59%

1st/ 49%

2nd/ 53%

3rd/ 64%

Professional Development

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The Language and Literacy TOSA and Special Ed TOSA models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The TOSA collaborates with teachers to meet their individualized professional development support needs and conducts data chats with all EL students to help support the teacher with DELD and IELD

instructional practices. An on-site Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

In order to delve into deep discussions about instructional practices and student achievement, the continued development PLCs is a focus. The PLCs meet once a month during Early Release days for collaboration time. By using common assessments or pacing the PLCs can compare data and extract key areas that need improvement and areas of success across all teams. The Instructional Leadership team, includes teacher leaders, department chairs, counselors and administrators meet monthly to move forward with site policies, curriculum development and development of consistency across the grades. Further professional development on PLCs, data analysis and SMART goals is necessary to maximize the effectiveness of our collaborative practices. Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

The data on the following pages within this plan were also analyzed to help create the actions within this plan. Based on the needs assessment process, this plan will focus on:

1. Student Outcomes that include interventions, enrichments and EL supports
2. Engagement, which will include strategies to engage parents, students and staff
3. School Climate, which will include PBIS, mental health supports, and safe environments

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for La Rosa Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.64%	0.55%	0.53%	3	3	3
Asian	60.51%	64.71%	63.20%	285	352	359
Filipino	2.34%	1.84%	1.23%	11	10	7
Hispanic/Latino	26.75%	23.71%	24.65%	126	129	140
Pacific Islander	%	0%	%		0	
White	4.03%	3.86%	4.23%	19	21	24
Multiple/No Response	5.52%	4.41%	5.28%	26	24	30
Total Enrollment				471	544	568

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	136	127	100
Grade 1	109	140	113
Grade 2	113	146	159
Grade3	113	131	147
Total Enrollment	471	544	568

Conclusions based on this data:

1. The Asian and Hispanic/Latino student groups continue to make up the majority of the student population, accounting for 83.42% of the total student population.
2. The student enrollment has increased from 2021-2022 to 2022-2023.
3. Kindergarten have been declining in enrollment since 2020-2021.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	140	201	194	31.50%	29.7%	34.2%
Fluent English Proficient (FEP)	68	68	93	16.00%	14.4%	16.4%
Reclassified Fluent English Proficient (RFEP)	4	24	70	13.5%	2.85%	12.3%

Conclusions based on this data:

1. 37 % of students enrolled are English Learner (EL) students.
2. There has been a vast increase in the number of English Learners from 2021-2022 to 2022-2023; 61 students, 7.2% increase.
3. The number of students reclassified significantly increased from the previous year; 24 students, 9.05% increase.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	158	123	131	0	121	128	0	121	128	0.0	98.4	97.7
All Grades	158	123	131	0	121	128	0	121	128	0.0	98.4	97.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.	2479.		53.72	49.22		20.66	20.31		12.40	16.41		13.22	14.06
All Grades	N/A	N/A	N/A		53.72	49.22		20.66	20.31		12.40	16.41		13.22	14.06

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		41.32	42.19		49.59	46.88		9.09	10.94	
All Grades		41.32	42.19		49.59	46.88		9.09	10.94	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.36	30.47		51.24	56.25		12.40	13.28
All Grades		36.36	30.47		51.24	56.25		12.40	13.28

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.31	25.00		67.77	66.41		9.92	8.59
All Grades		22.31	25.00		67.77	66.41		9.92	8.59

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.02	32.81		47.11	54.69		14.88	12.50
All Grades		38.02	32.81		47.11	54.69		14.88	12.50

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Conclusions based on this data:

1. 69.53% of La Rosa students met or exceeded English Language Arts/Literacy standards as measured on the CAASPP assessment in 2022-2023.
2. The ELA claim of "Writing" is currently the biggest area of need with 13.28 percent scoring "Below Standard" while the ELA claim of Reading (Demonstrating understanding of literary and non-fictional texts) is currently the biggest area of strength with 42.19 percent of students scoring at the "Above Standard" level.
3. The overall Reading proficiency declined by 4.5% from 2021 to 2022 to 2022-2023.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	158	123	131	0	122	131	0	122	131	0.0	99.2	100.0
All Grades	158	123	131	0	122	131	0	122	131	0.0	99.2	100.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2486.	2490.		50.00	47.33		23.77	29.01		11.48	13.74		14.75	9.92
All Grades	N/A	N/A	N/A		50.00	47.33		23.77	29.01		11.48	13.74		14.75	9.92

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.10	51.15		34.43	38.93		11.48	9.92
All Grades		54.10	51.15		34.43	38.93		11.48	9.92

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.82	41.98		35.25	45.04		13.93	12.98
All Grades		50.82	41.98		35.25	45.04		13.93	12.98

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.36	48.09		40.98	45.80		10.66	6.11
All Grades		48.36	48.09		40.98	45.80		10.66	6.11

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 76.34% of La Rosa students met or exceeded standards in the area of mathematics.
2. The mathematical focus of La Rosa over the past few years (i.e. CGI, math talks, etc.) has resulted in an increased percentage of students who met and or exceeded standards in math. The scores increased by 2.57%
3. The Math claim of "Applying mathematical concepts and procedures" is currently the biggest strength with 51.15% scoring "Above Standard" level while the Math claim "Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems" is the greatest need with 12.98% scoring "Below Standard."

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1451.4	1444.8	1427.8	1456.3	1436.6	1413.1	1439.8	1464.0	1461.8	64	44	53
1	1478.0	1480.0	1436.9	1484.0	1486.9	1424.8	1471.3	1472.5	1448.5	39	50	38
2	1523.7	1491.1	1484.1	1528.8	1491.6	1485.5	1518.3	1490.2	1482.2	28	37	55
3	1513.9	1524.0	1489.1	1520.0	1539.1	1486.0	1507.4	1508.4	1491.7	36	33	35
All Grades										167	164	181

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.81	34.09	32.08	42.19	29.55	22.64	15.63	18.18	20.75	9.38	18.18	24.53	64	44	53
1	38.46	38.00	7.89	38.46	30.00	34.21	12.82	20.00	36.84	10.26	12.00	21.05	39	50	38
2	35.71	24.32	20.37	50.00	48.65	42.59	10.71	16.22	27.78	3.57	10.81	9.26	28	37	54
3	31.43	39.39	22.86	42.86	36.36	37.14	20.00	9.09	22.86	5.71	15.15	17.14	35	33	35
All Grades	34.34	34.15	21.67	42.77	35.37	33.89	15.06	16.46	26.67	7.83	14.02	17.78	166	164	180

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.50	34.09	15.09	46.88	22.73	35.85	4.69	25.00	24.53	10.94	18.18	24.53	64	44	53
1	58.97	48.00	10.53	23.08	28.00	34.21	10.26	18.00	34.21	7.69	6.00	21.05	39	50	38
2	67.86	51.35	29.63	21.43	24.32	44.44	7.14	16.22	16.67	3.57	8.11	9.26	28	37	54
3	57.14	60.61	42.86	34.29	21.21	34.29	8.57	6.06	5.71	0.00	12.12	17.14	35	33	35
All Grades	51.81	47.56	23.89	34.34	24.39	37.78	7.23	17.07	20.56	6.63	10.98	17.78	166	164	180

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	25.00	24.53	23.44	29.55	32.08	43.75	29.55	24.53	7.81	15.91	18.87	64	44	53
1	17.95	20.00	7.89	46.15	24.00	42.11	12.82	30.00	28.95	23.08	26.00	21.05	39	50	38
2	17.86	8.11	16.67	57.14	48.65	29.63	17.86	27.03	37.04	7.14	16.22	16.67	28	37	54
3	11.43	18.18	14.29	37.14	33.33	22.86	34.29	30.30	25.71	17.14	18.18	37.14	35	33	35
All Grades	19.28	18.29	16.67	37.35	32.93	31.67	30.12	29.27	29.44	13.25	19.51	22.22	166	164	180

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.50	36.36	16.98	56.25	45.45	64.15	6.25	18.18	18.87	64	44	53
1	53.85	50.00	21.05	41.03	46.00	63.16	5.13	4.00	15.79	39	50	38
2	42.86	35.14	25.93	53.57	54.05	68.52	3.57	10.81	5.56	28	37	54
3	28.57	48.48	17.14	57.14	42.42	62.86	14.29	9.09	20.00	35	33	35
All Grades	40.36	42.68	20.56	52.41	46.95	65.00	7.23	10.37	14.44	166	164	180

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.81	25.00	20.75	56.25	56.82	49.06	10.94	18.18	30.19	64	44	53
1	48.72	42.00	13.16	41.03	50.00	63.16	10.26	8.00	23.68	39	50	38
2	78.57	62.16	50.00	17.86	29.73	40.74	3.57	8.11	9.26	28	37	54
3	82.86	78.79	54.29	14.29	9.09	25.71	2.86	12.12	20.00	35	33	35
All Grades	54.82	49.39	34.44	37.35	39.02	45.00	7.83	11.59	20.56	166	164	180

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.63	32.56	32.08	78.13	53.49	49.06	6.25	13.95	18.87	64	43	53
1	35.90	30.00	18.42	38.46	38.00	47.37	25.64	32.00	34.21	39	50	38
2	39.29	16.22	22.22	57.14	64.86	59.26	3.57	18.92	18.52	28	37	54
3	11.43	15.63	14.29	68.57	50.00	34.29	20.00	34.38	51.43	35	32	35
All Grades	23.49	24.69	22.78	63.25	50.62	48.89	13.25	24.69	28.33	166	162	180

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.63	43.18	41.51	42.19	45.45	43.40	17.19	11.36	15.09	64	44	53
1	15.38	26.00	21.05	66.67	60.00	57.89	17.95	14.00	21.05	39	50	38
2	32.14	32.43	25.93	60.71	51.35	62.96	7.14	16.22	11.11	28	37	54
3	25.71	28.13	25.71	65.71	59.38	54.29	8.57	12.50	20.00	35	32	35
All Grades	30.12	32.52	29.44	56.02	53.99	54.44	13.86	13.50	16.11	166	163	180

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 55.56% of English Learners scored at Level 3 or 4 for overall language. There has been a decrease of 13.96% from the previous year.
- There was a significant decline in the listening domain. Only 20.56% of students scored in the well developed zone. This is a 22.12% decrease from the previous year.

3. There was a significant decline in the oral language domain. Only 23.89% of students scored in the well developed zone. This is a 23.67% decrease from the previous year.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
544	42.1	36.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in La Rosa Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	201	36.9
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	229	42.1
Students with Disabilities	57	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
Asian	352	64.7
Filipino	10	1.8
Hispanic	129	23.7
Two or More Races	24	4.4
White	21	3.9

Conclusions based on this data:

1. The population of La Rosa is made up of primarily Asian and Hispanic students.
2. A large portion of the student population is socioeconomically disadvantaged, 42% of our student population.

3. Over one third of our student population is composed one English Learners, 36.9%

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  Orange		

Conclusions based on this data:

1. Under Academic Performance in English Language Arts and Math, La Rosa is identified in the highest performance.
2. La Rosa is identified as a yellow band in chronic absenteeism. We must focus on prevention measures to help reduce chronic absenteeism.
3. La Rosa is in the orange band in English Learner Progress, which is the second to lowest performance band.

School and Student Performance Data

Academic Performance English Language Arts

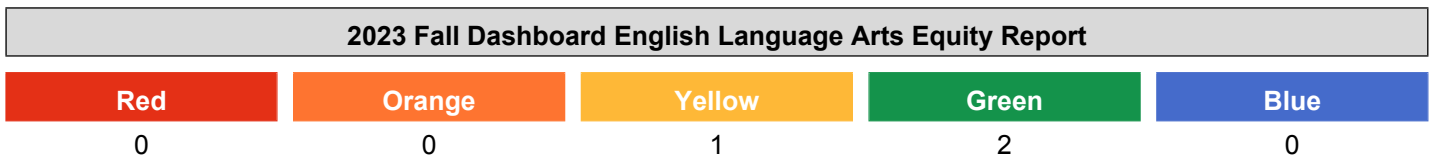
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 52.3 points above standard Maintained -0.9 points 125 Students	English Learners  Green 23.1 points above standard Decreased Significantly -23.2 points 41 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 4.1 points above standard Maintained -2 points 50 Students	Students with Disabilities 39.6 points below standard Increased Significantly +73.2 points 14 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 62.7 points above standard Decreased Significantly - 22.5 points 84 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
15.3 points above standard Increased Significantly +37.4 points 32 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0.1 points above standard Decreased Significantly -17.7 points 29 Students	78.6 points above standard 12 Students	54.5 points above standard Increased +6.7 points 65 Students

Conclusions based on this data:

1. La Rosa's school-wide focus on reading has resulted in being identified in the highest performance band.
2. Our students with disabilities produced a significant increase by increasing 73.2 points.
3. English learners and Hispanic students continue to be an area of need.

School and Student Performance Data

Academic Performance Mathematics

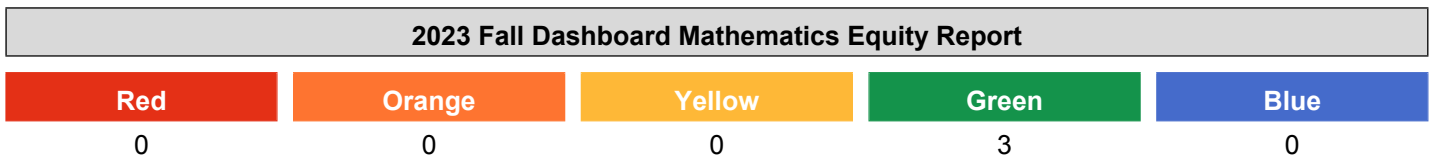
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>56.5 points above standard</p> <p>Increased +4.5 points</p> <p>125 Students</p>	<p>English Learners</p> <p>Green</p> <p>34.9 points above standard</p> <p>Decreased -12.4 points</p> <p>41 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>16.9 points above standard</p> <p>Maintained -0.6 points</p> <p>50 Students</p>	<p>Students with Disabilities</p> <p>42.6 points below standard</p> <p>Increased Significantly +50 points</p> <p>14 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 77.4 points above standard Decreased -5.8 points 84 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
4.6 points above standard Increased Significantly +20.7 points 32 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10.1 points above standard Decreased -9.6 points 29 Students	94.7 points above standard 12 Students	60.4 points above standard Increased +13.6 points 65 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students maintained performance in math.
2. There was an increase in performance with our students with disabilities
3. Our English Learner students decreased in performance by 12 points. Reaching our English Learner students in the area of mathematics needs to be a school priority.

School and Student Performance Data

Academic Performance English Learner Progress

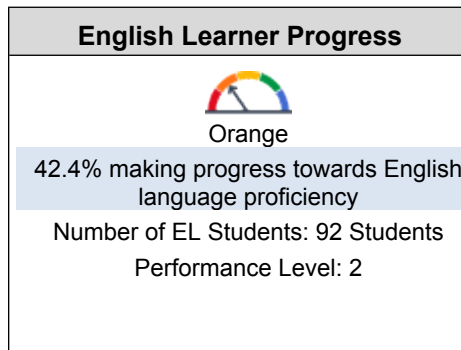
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	32	1	38

Conclusions based on this data:

1. 21% of our English Learners decreased one ELP1 Level.
2. 38% of our English Learners progressed one ELP1 level
3. 32% of our English Learners scored in the same performance band from previous year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 17.1% Chronically Absent Declined -1 573 Students	English Learners Yellow 11.3% Chronically Absent Declined -2.4 231 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Yellow 22.2% Chronically Absent Declined Significantly -4.8 261 Students	Students with Disabilities Orange 33.3% Chronically Absent Declined -1 75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">8.1% Chronically Absent</p> <p align="center">Increased 0.9</p> <p align="center">372 Students</p>	<p>Less than 11 Students</p> <p align="center">10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">36.8% Chronically Absent</p> <p align="center">Declined -3.9</p> <p align="center">136 Students</p>	<p align="center">29% Chronically Absent</p> <p align="center">Increased 3.1</p> <p align="center">31 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">19% Chronically Absent</p> <p align="center">Increased 1.7</p> <p align="center">21 Students</p>

Conclusions based on this data:

1. Our Hispanic students and students with disabilities have the highest percentage in chronic absenteeism.
2. Chronic absenteeism slightly improved but is still a primary concern for the school.
3. 17% of our student population is considered to be chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

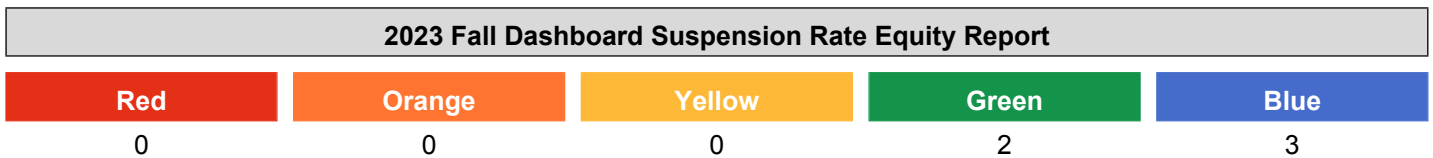
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.3% suspended at least one day</td> </tr> <tr> <td>Maintained 0 578 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.3% suspended at least one day	Maintained 0 578 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 231 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 231 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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Homeless													
Less than 11 Students 1 Student													
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Students with Disabilities													
 Green													
2.6% suspended at least one day													
Declined -0.4 76 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 374 Students</p>	<p>Less than 11 Students 10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 138 Students</p>	<p>0% suspended at least one day Maintained 0 32 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>4.8% suspended at least one day Increased 4.8 21 Students</p>

Conclusions based on this data:

1. Suspensions are not a concern at this time for La Rosa.
2. Character education and PBIS implementation has promoted and produced positive student behaviors.
3. There was no disproportionality among the subgroups as every subgroup was either blue or green.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics based on California's Common Core State Standards

On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

ELA will increase from 69% to 71%

Math will increase from 76% to 77%

Our English Learners identified as LTELS or being at risk will decrease from 5 to 4 students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: Student Academic Outcomes

Support high-quality learning in the 21st century through the implementation of a tech-enriching, articulated standards-based curriculum, instruction, and assessment to ensure multiple pathways to college and career readiness and life-long success for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With fidelity, classrooms will implement 30 minutes of ELD instruction and engagement strategies daily

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math iReady Diagnostic Assessments (3 Total)	72% of students scored proficient on the 22-23 end of the year Math I-Ready Assessment.	Percent Proficient Goal for each checkpoint/grade level: #1 iReady Diagnostic (Sept.) in ELA Expected Goal is 72% #2 iReady Diagnostic (Jan.) in ELA Expected Goal is 73% #3 iReady Diagnostic (May) in ELA Expected Goal is 74%
ELA iReady Diagnostic Assessments (3 Total)	74.5% of students scored proficient on the 22-23 end of the year ELA I-Ready Assessment.	Math iReady Diagnostic Assessments (3 Total) #1 iReady Diagnostic (Sept.) in Math Expected Goal is 74.5% #2 iReady Diagnostic (Jan.) in Math Expected Goal is 75% #3 iReady Diagnostic (May) in Math Expected Goal is 76%

Math CAASPP/SBAC	76% of students scored proficient on the 22-23 Math CAASPP assessment.	Math will increase from 76% to 77%
ELA CAASPP/SBAC	69% of students scored proficient on the 22-23 ELA CAASPP assessment.	ELA will increase from 69% to 71%
Number of LTELS	5 students are identified as LTELS based on the 22-23 ELPAC Scores.	Our English Learners will decrease in the number LTELS from 5 to 4.
ELA and Math California Dashboard	ELA Color: Blue Math Color: Blue	24-25 Expected ELA Color: Blue Growth Needed: 3 points 24-25 Expected Math Color: Blue Growth Needed: Maintained

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will have the opportunity to participate in universal access and evidence-based practices within their Tier I instructional programs. Students who need more support will receive Tier II or Tier III interventions during the school day. Other intervention opportunities may occur before or after school or during the summer. Students who are English Learners will be given priority access to these interventions.	All students	25,000 Title I Part A: Allocation 4000-4999: Books And Supplies a. Supplemental materials 54,350 General Fund 4000-4999: Books And Supplies b. Supplies and materials 9,330.96 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries c. After School Intervention/Tutoring (provide extra hours to teachers) 6,000 Title I Part A: Allocation 4000-4999: Books And Supplies d. Large computer monitors for small group instruction for student use 25,000 LCFF - Supplemental

			<p>1000-1999: Certificated Personnel Salaries e. Bell to Bell intervention provided by an additional teacher/staff member</p> <p>4,029 Title III 4000-4999: Books And Supplies f. Library books, Supplemental Resources to target EL students</p>
1.2	Students will have the opportunity to participate in enrichment activities and evidence-based practices within their Tier I instructional programs. Other enrichment opportunities may occur before school, after school, on weekends, or during the summer.	All students	<p>6,500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures g. Fieldtrips</p> <p>3,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries h. Teacher hourly pay for a Teacher to lead an afterschool TED-Ed program to enhance students' public speaking skills</p>
1.3	Students will have access to STEAM (Science, Technology, Engineering, Arts, and Math) activities throughout the school year to help them achieve success in meeting 21st century learning expectations and to offer a broad course of study.	All students	<p>4,000 Title I Part A: Allocation 4000-4999: Books And Supplies i. Supplies and materials for STEAM projects for student use</p> <p>10,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures j. Supplemental Technology Software/Programs (Kodable, Typing Program, EPIC) 7,200 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures k. Afterschool Enrichment Class (Coding Class)</p> <p>3,000 Title I Part A: Allocation</p>

			<p>5000-5999: Services And Other Operating Expenditures l. Send a couple of staff members to CUE conference to help plan for STEAM Day, STEAM Night, and STEAM monthly activities</p> <p>8,300 Title I Part A: Allocation 4000-4999: Books And Supplies m. Headphones</p>
1.7			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following strategies were partially implemented in Goal 1:
 Strategy #1: This strategy was partially implemented because two items are in progress and one will not be completed. At this moment, La Rosa has a different need than using Teachers Pay Teachers for supplemental material.
 Strategy #2: The strategy was fully implemented. Students participated in field trips and on-site fieldtrips.
 Strategy #3: The strategy was partially implemented because we do not currently have an outside agency to provide after school coding services. We are working on finding a provider.

The following strategies were effective in Goal 1:
 Strategy #1, 2, and 3: These strategies are effective and therefore will continue to implement.

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

Strategy 1:
 One expenditure will be replaced with another. Instead of using the funds for Teachers Pay Teachers, we will purchase a program to provide formative assessments for students.

Strategy 2:
 Expenditures projected to be used were utilized. We anticipate that we will need the same about for the upcoming year.

Strategy 3:
 Expenditures projected to be used were under budget. We need more funding to purchase programs (EPIC, Kodable, Typing) and to purchase additional student devices. Explanation. We anticipate needing \$6,500 more.

The majority of my expenditures for my strategies are to remain the same for 2024-2025 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

When looking at our expected outcome for this goal, we are making progress. However, our Hispanic, EL students, and students with disability continue to be our focus. For the 2024-2025 school year, we will keep the same metrics to evaluate student progress. We would also like to increase uniform common formative assessments to help monitor student progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Staff, students, and family engagement

TCUSD is committed to engaging our students throughout the day using Tier 1 engagement strategies and utilizing data within the PLC process. In the 23-24 school year, the site will commit to implementing a new classroom student engagement strategy on a monthly basis to increase the number of students who are actively engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: Engagement

Create equitable engagement opportunities for rigorous academic and social-emotional success for all students through innovative, inclusive, and responsive instruction and support.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase team collaboration focused on student learning, development of common assessments, and targeted interventions

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Implementation	PLC staff development has been presented by the school leader/principal.	Instructional Leadership Team will attend the PLC Conference and share information and train team members during team meetings.
Learning Walks	Learning walks are a new initiative.	Teachers will complete at least one learning walk.
Attendance	Create a system to track attendance letters.	90% of attendance letters are returned.
Family Engagement	Provide at least 2 opportunities for parent learning opportunities.	At least 2 opportunities are provided for parent learning.
Chronic Absenteeism	23-24 CA Dashboard Color: Yellow	24-25 Expected color: Green Goal for maximum number of chronically absent students: 10% decrease (No more than 58 students identified as being Chronically Absent-18 or more absences)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Our school will create an engaging environment for staff, students, and families. We will provide Professional Development and professional growth for staff to ensure students receive high-quality research-based instruction using the CCSS and Professional Learning Communities. Professional Learning Community (PLC) practices will reinforce the importance of teacher collaboration, the use of data to assess student learning,	All Students	4,000 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries a. Provide teachers with grade level collaboration days, Learning Walks 7,880 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures b. Professional Development Conferences (PLC Conference), Workshops, Opportunities, including all travel costs
2.2	Our school will create an engaging environment for families. Families will have engagement opportunities throughout the year to help build relationships with school staff and connect to student learning.	All students	17,278.32 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries c. School Liaison 2,172.72 Title I Part A: Allocation 3000-3999: Employee Benefits d. School Liaison 4,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries e. School Liaison- extra hours for her to work out of her contractual hours 1,586 Title I Part A: Parent Involvement 4000-4999: Books And Supplies f. Materials and light refreshments for parent engagement events

2.3	Our school will create an engaging environment for students. Students will have opportunities for high, quality engagement activities within the classroom and through school events, which will lead to an increase in daily attendance and decrease chronic absenteeism.	All students	<p>3,500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures g. Assemblies</p> <p>2,000 Title I Part A: Allocation 4000-4999: Books And Supplies h. Collaborative Materials for student engagement in the classroom</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following strategies were partially implemented in Goal 2:

Strategy #1: This strategy was partially implemented because one is in progress. Teachers still have the opportunity to participate in learning walks. Also, 3 of the 4 grade levels will have a collaboration day to plan for next year.

Strategy #2: The strategy was partially implemented because some items are in progress. We continue to hold parent meetings.

Strategy #3: The strategy was partially implemented because we still have funding for additional assemblies.

The following strategies were effective in Goal 1:

Strategy #1, 2, and 3: These strategies are effective and therefore will continue to implement.

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

Strategy 1, 2, 3: Expenditures projected to be used were on-budget, with the exception of one expense.

The majority of the expenditures for given strategies are to remain the same for 2024-2025 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

When looking at our expected outcome for this goal, we are making progress. However, our focus continues to be students with chronic absenteeism. We also plan to incorporate new parent meetings focused on learning meeting. For the 2024-2025 school year, we will keep the same metrics to evaluate student progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate

Create a caring, compassionate, and safe learning environment that encourages the social emotional learning of all students in order to achieve Bronze/Silver PBIS Award.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 3: School Climate

Create innovative learning environments that are safe, healthy, positive, welcoming, and attractive for all learners that fosters a sense of belonging and accessibility for the entire school and community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain and increase the resources and supports necessary to provide a safe and encouraging environments for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory (TFI)	No current TFI data	Complete the Tiered Fidelity Inventory (TFI) twice a year.
Discipline Data	# of suspensions in 2022-2023	Decrease # of suspensions for 2023-2024
Local Climate Survey	This is a new initiative	Students, family, and staff will be asked about how safe they feel at school
CA Dashboard Suspensions	23-24 Suspension color: Blue Student groups to monitor: None	24-25 Color Goal: Blue Goal for Maximum number of suspended students: 2

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Our school will implement Positive Behavior Interventions and Supports (PBIS) in order to	All students	2,500 Title I Part A: Allocation

	improve positive relationships across the campus and decrease the number of disciplinary referrals.		<p>5000-5999: Services And Other Operating Expenditures a. Technology/Software (PBIS Reward App)</p> <p>4,000 Title I Part A: Allocation 4000-4999: Books And Supplies b. Supplies for students and classes (PBIS)</p> <p>1,000 Title I Part A: Allocation 4000-4999: Books And Supplies c. Materials and supplies for Recognition Assemblies</p>
3.2	Provide opportunities to support the social-emotional learning needs of our students and improve the overall mental health awareness on the school campus.	All students	<p>4,724.97 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries d. Full-time counselor</p> <p>1,665.91 LCFF - Supplemental 3000-3999: Employee Benefits e. Full-time counselor</p> <p>3,500 Title I Part A: Allocation 4000-4999: Books And Supplies f. Social Emotional Learning Programs (Second Step)</p> <p>1,000 Title I 4000-4999: Books And Supplies g. Social Emotional Learning Materials, Calming Room instructional resources</p> <p>1,000 Facilities 4000-4999: Books And Supplies h. Calming Room furniture or environmental supports</p>

3.3	Create an school environment that is safe and welcoming to our staff, students, and families.	All students	1,500 Title I Part A: Allocation 4000-4999: Books And Supplies i. Material or supplies to enhance safety procedures
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following strategies were partially implemented in Goal 3:
 Strategy #1: This strategy was partially implemented because some of the items are still in progress. We continue to purchase items for PBIS rewards. Also, this year PTA supported assemblies. We still have funding to do another assembly if we choose to schedule it.
 Strategy #2: The strategy was fully implemented. We purchased material for our calming room.
 Strategy #3: The strategy was fully implemented. We purchased updated expectation posters to support with student safety.

The following strategies were effective in Goal 3:
 Strategy #1, 2, and 3: These strategies are effective and therefore will continue to implement.

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

Strategy 1, 2, 3: Expenditures projected to be used were on-budget, with the exception of one expense. The PBIS Rewards App was slightly under-budget.
 The majority of the expenditures for the strategies are to remain the same for 2024-2025 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

When looking at our expected outcome for this goal, we are making good progress. We will continue to focus on student and staff safety. We will also continue to implement the PBIS program to support a positive school environment. For the 2024-2025 school year, we will keep the same metrics to evaluate student progress.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$103,633.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$229,017.88
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$1,000.00
Title I Part A: Allocation	\$123,782.00
Title I Part A: Parent Involvement	\$1,586.00
Title II Part A: Improving Teacher Quality	\$11,880.00
Title III	\$4,029.00

Subtotal of additional federal funds included for this school: \$142,277.00

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

State or Local Programs	Allocation (\$)
Facilities	\$1,000.00
General Fund	\$54,350.00
LCFF - Supplemental	\$31,390.88

Subtotal of state or local funds included for this school: \$86,740.88

Total of federal, state, and/or local funds for this school: \$229,017.88

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	54,350	0.00
Title I Part A: Allocation	123,782	0.00
Title I Part A: Parent Involvement	1,586	0.00
Title III	4,029	0.00
Title II Part A: Improving Teacher Quality	11,880	0.00
LCFF - Supplemental		

Expenditures by Funding Source

Funding Source	Amount
Facilities	1,000.00
General Fund	54,350.00
LCFF - Supplemental	31,390.88
Title I	1,000.00
Title I Part A: Allocation	123,782.00
Title I Part A: Parent Involvement	1,586.00
Title II Part A: Improving Teacher Quality	11,880.00
Title III	4,029.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	46,055.93
2000-2999: Classified Personnel Salaries	21,278.32
3000-3999: Employee Benefits	3,838.63
4000-4999: Books And Supplies	117,265.00
5000-5999: Services And Other Operating Expenditures	40,580.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	Facilities	1,000.00
4000-4999: Books And Supplies	General Fund	54,350.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	29,724.97
3000-3999: Employee Benefits	LCFF - Supplemental	1,665.91
4000-4999: Books And Supplies	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	12,330.96
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	21,278.32
3000-3999: Employee Benefits	Title I Part A: Allocation	2,172.72
4000-4999: Books And Supplies	Title I Part A: Allocation	55,300.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	32,700.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,586.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,880.00
4000-4999: Books And Supplies	Title III	4,029.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,709.96
Goal 2	42,417.04
Goal 3	20,890.88

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Linda Heredia	Principal
Janelle Futa	Classroom Teacher
Lauren Fetter	Classroom Teacher
Melissa Webster	Classroom Teacher
Eduardo Henriquez	Other School Staff
Tiffany Alarcon	Parent or Community Member
Eddie Jun Huang	Parent or Community Member
Candance Lam	Parent or Community Member
Simon Wong	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: School Advisory Committee
PTA, School Staff, District Departments (Instructional Services, Business, HR)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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.

This SPSA was adopted by the SSC at a public meeting on 05/06/24.

Attested:



Principal, Linda Heredia on 05/09/24



SSC Chairperson, Simon Wong on 05/09/24

Title I, Part A School-Level Parent and Family Engagement Policy

La Rosa School 24-25

La Rosa with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]). This is achieved through educational partners involvement within the School Site Council (SSC) and English Language Advisory Council (ELAC).

Parents/Guardians may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]) by attending SSC meetings or giving input at the annual needs assessment meeting.

TCUSD has a district-level parent and family engagement policy that applies to all parents and family members in all schools served by the district, and how the district may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]). To involve parents and family members in this process, La Rosa has representatives that attend the District's Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC).

If parents and family members find that the plan under ESSA Section 1112 is not satisfactory, parents may share these concerns at SSC, ELAC, DELAC, PAC, at the annual needs assessment meeting, or at a Board of Education meeting. If the suggestions are not made to the plan, the district shall submit the parent comments with the plan when the district submits the plan to the State (ESSA Section 1116[b][4]).

La Rosa holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]). This information may be shared at PTA, Coffee with the Principal, SSC, ELAC and through a virtual meeting. Through these engagement opportunities, the school offers a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]).

By participating in ELAC or SSC, parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and

improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3

La Rosa provides parents and family members a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards through Back to School Night presentations, the School Plan for Student Achievement (SPSA), and the parent handbook; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C

If an educational partner believes that the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, the parent/guardian may submit comments on the plan when the school makes the plan available to the Board of Education in July at the scheduled Board meeting (ESSA Section 1116[c][5

La Rosa's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before the first day of school through by posting it on the district website and notifying families through ParentSquare that they may review it digitally or request a copy from the school office.

LA ROSA ELEMENTARY SCHOOL

HOME - SCHOOL COMPACT



This compact has been created as part of our school's Single Plan for Student Achievement and with the purpose of establishing a strong relationship between the school and every parent or guardian for the education of every student. The requirements of both the school and the parent or guardian in this educational process, are listed in this compact.

The following activities are **the responsibility of the school** in the education of the student:

- Delivery of instruction to meet grade level, district, and state standards.
- Maintain communications with parents including Parent Square messages/posts, email, Wednesday folder, and parent/teacher conferences on student progress.
- Provide a safe, positive learning environment for the student while he/she is under the supervision of the school.
- Provide structure with clearly understood behavior limits for each student.
- Provide special programs to meet the identified special needs of students.

The following activities are **the responsibility of the parent** in the education of the student:

- Send your child to school each day on time, without symptoms of illness (fever free for 24 hours before returning to school), rested, fed, and properly clothed to participate.
- Develop open communication between the school and home and between the parent and child.
 - Reviewing the information provided through Parent Square messages/posts, email, Wednesday folder, and or parent/teacher conferences.
 - *Child/Student is aware of their school responsibilities: Be safe, be kind, and be a positive learner*
- Assisting the education of your student through
 - Helping with schoolwork as needed/*as able*.
 - Providing family and community experiences that can enrich a child's life.
 - Reading with your child.
 - Providing consistency and stability at home.
- Be knowledgeable about school activities and participate whenever possible.
- Provide structure for your student with clearly understood behavior limits.
- Respect the school and the school day. Make appointments for after-school hours and keep interruptions to a minimum.
- Send an absence note when your child returns to school, stating the date of the absence and the reason the child was absent.

The signatures below indicate that my child and I understand the information provided in the Home and School Compact.

Parent's/Guardian's Name

Parent's/Guardian's Signature

Date

Student's Name (Print)

Student's Signature

Grade