



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Romoland Elementary School
Address	25890 Antelope Road Romoland, CA 92585
County-District-School (CDS) Code	3367231000000
Principal	Estela Munoz
District Name	Romoland Elementary School District
SPSA Revision Date	September 28, 2023
Schoolsite Council (SSC) Approval Date	September 28, 2023
Local Board Approval Date	November 14, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Romoland Elementary School's Core Values are:

- Trust
- Inclusion
- Collaboration
- Student-centered
- Family-oriented

Vision

Romoland Tigers are compassionate, lifelong learners who positively contribute as leaders of the greater community.

Mission

We will build meaningful relationships, develop strong character and leadership skills through the 7 Habits, provide high-quality instruction in a collaborative, safe learning environment, and empower student ownership of learning.

GREAT HAPPENS HERE!

Our core values, vision, and mission are at the center of all that we do. We firmly believe that establishing and nurturing relationships and a partnership with our students, parents, and the community will provide the greatest educational experiences and opportunities for our students. We are fully implementing the California Common Core State Standards. These are powerful standards that will prepare students for college and/or career readiness! Our amazing staff is equipped and prepared to bring powerful learning opportunities to our students every day! In addition, to best prepare students for college or career, we find great value in teaching our students the "7 Habits of Highly Effective People." We recognize that these habits empower and equip our students with necessary and essential life skills that will help them to reach their fullest potential. Regular school attendance is necessary and crucial to ensure students receive the required tools, strategies, and training to excel. Attending school every day will enable students to think and reason critically, engage in problem-solving, work collaboratively, write proficiently, utilize technology appropriately, communicate effectively, and positively contribute to our very complex and ever-changing world!

We foster and cultivate a Growth Mindset, the work of world-renowned psychologist Carol Dweck, here at Romoland Elementary School. We understand that ALL students' talents and abilities can be developed through effort, teaching, and persistence. We embrace mistakes and failures as opportunities to learn and improve our abilities. We believe in the power of "YET." For example, "I don't understand this yet." "I don't like this yet." "I'm not good at this yet." We encourage and invite all to help us develop and empower students with a Growth Mindset and the power of "yet."

We are committed to helping each child succeed academically, socially, and emotionally. We have structured our classrooms and school systems to allow students to continually learn and grow. As a school, we have broken down stereotypes and obstacles to ensure all students are supported and challenged.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Romoland Elementary is home to approximately 488 TK-Grade 5 students. Romoland Elementary provides a rigorous experience to roughly 65 students who are eligible for moderate/severe special education services with specialized support in the area of autism and intellectual disability.

Romoland Elementary provides a continuum of services to all students. Currently, 20.6% of our

students qualify for Special Education and our teams are committed to providing students with an inclusive environment where all students are given access to the general education setting to the greatest degree possible. Our current student population consists of 83.9% identified as socioeconomically disadvantaged, 28%% of our students are classified as English Learners, and 0.7% of our students are Foster Youth. We serve a diverse student population that includes 87.9% Hispanic, 5% White, 4.3% African American, and .1.3% of our students identify as Two or More Races.

As reported by the 2022 California Dashboard:

39% of all our students are chronically absent with student groups who are English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White at a very high chronically absent group.

Romoland Elementary School has maintained a low suspension rate, of less than 1% annually, by focusing on the full implementation of T.L.I.M., P.B.I.S., restorative justice practices, utilization of M.T.S.S., and implementation of a comprehensive counseling program.

In the area of English/Language Arts:

Romoland Elementary has grown in meeting standards. As of 2022 data, we had an overall 36.7 points below standard. We had English Learners 51.6 points below standard, Hispanic students 47.5% points below, Socioeconomically Disadvantaged 45.5% below, and Students with Disabilities 67.5% points below grade level.

In the area of Mathematics:

Romoland Elementary has continued to work towards meeting grade level standards. As of 2022 data, we had an overall 51.6% points below standard. Our student groups continue to work towards grade level standards. English Learners were 62.6% points below standard, Hispanic students 57.8% points below standard, Socioeconomically Disadvantaged students 58.4% and Students with Disabilities 86.1% points below standard.

As measured by the English Language Proficiency Assessments for California from 2022:

Romoland Elementary has 41.8% of students who are making progress towards English language proficiency. We had 40.8% EL students who maintained their ELPI levels, and 17.3% decreased by one ELPI level.

To address Academic Engagement as measured by Attendance, Culture and Climate as measured by Suspension Rates, Academic Performance in English/Language Arts, Mathematics, and English Learner Progress Romoland Elementary has developed a focus on Teaching and Learning, Multi-Tiered Systems of Support, and Culture & Climate. Specific goals have been created in each area with measurable actions to achieve these goals. The focus areas include 1.) Teaching and Learning: Small group instruction/rotations related to ELA; 2.) Systems of Support: Academic Target, Behavioral Target, and Social-Emotional Target; 3.) Culture & Climate: Teams will use Restorative Practices and Circles for supporting students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

All parents/guardians, students, and staff are surveyed during the year to determine the needs of the school (academics, behavior, attendance, climate, and culture). The surveys used are CHKS, and MRA. In addition, the principal and assistant principal obtain the input of the stakeholders at School Site Council meetings, Tiger Talks, ELAC, Family Engagement workshops, Admin PD, Office Meetings, Noon Duty Meetings, and PLC meetings to help determine the school's needs and intervention plans for student success. The principal and assistant principal also obtain input from student groups such as the student lighthouse team to improve the learning environment for all students. In addition, all students are surveyed annually for the Measurable Results Assessment (MRA) for Leader in Me, and 5th and 4th graders take the CHKS. The school administrators also collect input from staff about needs for instructional programs, intervention programs, instructional needs, and climate/cultural needs to improve student success by actively and intentionally being visible on campus and in classrooms daily. Stakeholders are able to share concerns, ask questions, and offer suggestions on an ongoing basis. The results of these surveys/interactions/discussions show a need for a continued focus on growth mindset, additional counseling services, parent/guardian engagement, and an intentional focus on rigorous standards-based instruction which includes a focus on the 4 C's.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal and assistant principal conduct both formal and informal observations throughout the year. School administrators follow district guidelines and timelines to conduct formal observations. A probationary teacher receives three formal observations per year and a final evaluation. A permanent teacher receives two formal observations per year and a final evaluation. Informal walkthroughs occur on a weekly basis with each classroom being visited at least one time per week and staff are provided with feedback and coaching tips about these visits via Digicoach. Classroom observations indicate a need to continue to focus on teacher clarity and mastery (planning for mastery, objective-driven lessons, depth of understanding, time on objectives and focusing on all students) and increase rigor through relevant and collaborative tasks that require problem-solving and inquiry. Observations also reveal a need to continue to consistently develop engaging enrichment lessons that incorporate the implementation of universal design (lesson objectives, academic vocabulary, graphic organizers, sentence frames, visual aids, etc) strategies as well as use formative assessments regularly.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are deemed "highly qualified."

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers attend training on state adopted curriculum. In addition, they also receive on-going and in-depth professional learning twice a month on student early release days. Teachers have access to collaborate with one another via PLC which occurs twice a week for 50 minutes each session. They also have access to a site-based instructional coach and in-district PD on an ongoing basis.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is conducted in a whole group setting twice a month with professional development topics derived from data analysis, school-wide and teacher needs, as well as training on requested topics. Staff development is also offered throughout the year during small group PLC time that focuses on specific program training, data analysis, a particular student group such as S.W.D., E.L., etc) and teacher-requested P.D. Ongoing professional development centered around UDL and math instruction has been conducted throughout the school year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district employs an instructional coach at each school site, one of whom is assigned to our site, and facilitates/participates in small group P.L.C., whole group P.D. time, and one on one support as requested by teachers, teams, and/or administrators. Teachers are also able to attend district training, of their choice, facilitated by the instructional coaches, RCOE, or other approved vendors. The administration may also suggest teachers attend additional in-district P.D. training if the teacher is in need in a particular area. In addition, each school site has a S.I.T.L. (site instructional technology leader) who receives training and is available to all teachers to provide PD or help resolve issues related to technology. Teachers may also request to attend outside professional development to increase their knowledge base to support students in need.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers have two 50 minute time blocks each week to meet as a grade level team to collaborate about student progress and data. The focus of PLC is data analysis and planning first best instruction. At the district level, teachers may collaborate on the units of study teams in E.L.A. or math, or on various district committees (EL, Writing, etc).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Every grade level uses state adopted curriculum in ELA, math, social studies, and science that address the Common Core and CA state standards. I-ready is used as an intervention program for both ELA and math and is also aligned to the standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers teach the required daily/weekly instructional minutes in all subject areas. Additionally, a P.E. teacher and two instructional aides provide the necessary instruction in order to meet all physical education minutes. All teachers submit their daily schedules to administration and post them in their classrooms. The district provides "place mats" for the pacing of the units of study as well as an Ed. Services Academic Calendar.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All units of study in language arts and math have accounted intervention time and "place mats" to ensure appropriate pacing of all instruction with allowance for intervention and reteaching. We utilize MTSS and have identified students in tiers 1, 2, and 3 for behavior, academics, and attendance. Regular SST meetings are conducted in order to ensure every student is making at least one years worth of growth annually.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials at their grade level. In E.L.A. and math the Units of Study are utilized. Wonders, published by McGraw-Hill, is also available in Language Arts, including EL instruction, as is Go Math for mathematics. I-ready is used for intervention in both ELA and math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Romoland utilizes Wonders, Go Math, i-Ready, and Units of Study as state adopted intervention programs.

Cultural Proficiency

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers provide daily intervention blocks of time in both language arts and math. This instruction is provided in a small group setting or is individualized. Teachers prioritize utilizing culturally responsive and relevant materials during instruction to engage students. Bilingual instructional aides are also utilized to support our students needing additional support in their primary language.

Evidence-based educational practices to raise student achievement

All classroom teachers utilize research-based instructional strategies and universal design to plan all subject areas in order to raise student achievement. All classrooms utilize a blended learning model and flexible groupings to ensure instruction is differentiated and personalized for student success. All students set, monitor, and accomplish academic and personal goals utilizing the 4 disciplines of goal setting provided by The Leader in Me. They track their goals in their leadership notebooks.

Parent, Guardian, and Family Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Romoland has several opportunities throughout the school year available to parents/guardians to be involved in their student's education and for enrichment. The school offers special events throughout the year for all to attend. These events include: Back to School Night, Open House, Literacy Night, Math Night, monthly TIGER assemblies, student performances, family dances, and more.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents/guardians, community members, teachers and other school personnel are also involved in committees such as: ELAC, SSC, Coffee with the Principal, lighthouse teams, and an ASB committee.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our school is focusing our Title I and III funds to serve students, parents/guardians, and staff in many ways. We are focusing on providing research-based training on instructional strategies aligned to the CCSS and essential soft skills development to teachers through The Leader in Me. Another focus is on increasing intervention programs and supports for students. Also, developing a growth mindset and leadership skills in students, teachers, and parents. Lastly, additional access to technology for both parents and students.

Fiscal support (EPC)

Our fiscal support includes funds from: LCFF, Discretionary, Title I, and Title III monies.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the 2022-23 school year, the site administration met with members of the school's leadership team and School Site Council (SSC) to review data and better understand the various needs of all students. Here is a list and explanation of those meetings:

10/6/22: Final 2022-2023 SPSA discussion, review, and approval before submission to the board.

11/10/22: Parent Involvement Policy discussion, review, and approval
3/2/23: Safety plan discussion, review, and approval; Data analysis: A close look at diagnostic #2 data and school goals. Review of 2022-23 SPSA goals and expenditures. LCAP discussion and feedback.
4/27/23 Parent/Guardian Compact reviewed and approved.
5/11/23: Annual SPSA review and proposed SPSA for 2023-24

The following English Learner Advisory Committee (ELAC) and Tiger Talks meetings were also held throughout the 2022-2023 school year.

9/23/22-Welcome back, attendance, and ELAC overview, selection of officers,
10/21/22-Attendance and SB 98; virtual learning resources
1/20/23-Academic Progress and IReady diagnostic data review
2/17/23- Summative ELPAC review
4/13/23-Safety Plan review and suggestions, attendance SPSA Review & Feedback. Info on EOY Testing.

LCAP/SPSA Stakeholder Meetings #1-3

Three meetings were conducted between February 2023 and March 2023. At these meetings, a group of stakeholders met virtually to review district and site data, review Romoland School District's and site's progress towards their annual SPSA goals based on data, and gather feedback from the stakeholders about the needs of the district and site based on the data and discussion at these very important meetings. This feedback was gathered and utilized to plan the goals and expenditures for the 2023-24 school year. The fourth meeting was conducted just for students by the site principal and district public information officer. Students were provided with student-friendly data about their district and school and asked for their input on their progress as well as recommendations on what is still needed. This feedback was gathered and utilized to plan the goals and expenditures for the 2023-24 school year.

Surveys that were administered during the 2022-23 school year were:

1. MRA-given to students in grades 3-5, staff, and parents to assess our implementation of 7 habits with regards to leadership, culture, and academics.

Student Lighthouse Team

This is a group of 25 students representing grades K-5. They meet twice a month and assess, plan, and carry out or assist with school-wide initiatives and activities.

We offer daily translation for all written and verbal correspondence between home and school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.56%	0.41%	3	3	2
African American	2.7%	4.30%	2.25%	14	23	11
Asian	1.0%	0.56%	0.61%	5	3	3
Filipino	1.0%	0.19%	0.2%	5	1	1
Hispanic/Latino	88.0%	87.85%	89.55%	460	470	437
Pacific Islander	0.2%	0.19%	0%	1	1	0
White	4.8%	5.05%	5.74%	25	27	28
Multiple/No Response	1.9%	1.31%	1.23%	10	7	6
Total Enrollment				523	535	488

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	97	108	90
Grade 1	91	70	81
Grade 2	86	80	76
Grade3	88	76	78
Grade 4	79	110	78
Grade 5	82	91	85
Total Enrollment	523	535	488

Conclusions based on this data:

- At 89.5%, the majority of our student population is Hispanic, with White making up the next 5.7%.
- These two student populations benefit greatly from integrated and designated language development; which is a priority at our site with the support of our instructional coach.
- In addition, a focus on great attendance is also messaged in order to ensure students every opportunity for learning and growth for student success.

Areas of Need

With continued focus on attendance and engagement, an area of need for Romoland Elementary are attendance incentives and creating student engagement and school pride.

Areas of Strength

An area of strength is that we offer a comprehensive learning program to meet the needs of the whole student.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	133	150	149	25.40%	28.0%	30.5%
Fluent English Proficient (FEP)	89	72	50	17.00%	13.5%	10.2%
Reclassified Fluent English Proficient (RFEP)	8			6.0%		

Conclusions based on this data:

1. Each year we've been able to consistently reclassify a significant number of English language learners. This is a reflection of our individual goal setting conferences and focus on integrated and designated ELD instruction.
2. Our grade level EL program development days have strategically focused on individual EL's at each grade level. The data supports that this intentional planning time is having a positive impact on our EL's language acquisition and growth.
3. Our number of English Learners has stayed constant over the last two years.

Areas of Need

An area of need includes continued staff development and training to meet the needs of English Learner student needs.

Areas of Strength

Our EL and RFEP students are consistently making growth in both ELA and math.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	83	80	75	0	78	75	0	78	75	0.0	97.5	100.0
Grade 4	79	108	80	0	106	80	0	106	80	0.0	98.1	100.0
Grade 5	84	90	83	0	88	83	0	88	83	0.0	97.8	100.0
All Grades	246	278	238	0	272	238	0	272	238	0.0	97.8	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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2400.	2399.		19.23	12.00		15.38	28.00		30.77	29.33		34.62	30.67
Grade 4		2427.	2444.		16.98	16.25		16.04	23.75		18.87	28.75		48.11	31.25
Grade 5		2457.	2454.		9.09	8.43		25.00	21.69		23.86	19.28		42.05	50.60
All Grades	N/A	N/A	N/A		15.07	12.18		18.75	24.37		23.90	25.63		42.28	37.82

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		12.82	14.67		60.26	70.67		26.92	14.67			
Grade 4		12.26	6.25		60.38	71.25		27.36	22.50			
Grade 5		13.64	6.02		56.82	63.86		29.55	30.12			
All Grades		12.87	8.82		59.19	68.49		27.94	22.69			

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		8.97	9.33		61.54	61.33		29.49	29.33
Grade 4		7.62	6.25		54.29	63.75		38.10	30.00
Grade 5		4.60	9.64		51.72	51.81		43.68	38.55
All Grades		7.04	8.40		55.56	58.82		37.41	32.77

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		7.69	13.33		69.23	68.00		23.08	18.67
Grade 4		10.38	12.50		71.70	75.00		17.92	12.50
Grade 5		10.23	8.43		73.86	65.06		15.91	26.51
All Grades		9.56	11.34		71.69	69.33		18.75	19.33

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		21.79	9.33		55.13	72.00		23.08	18.67
Grade 4		15.09	10.00		63.21	71.25		21.70	18.75
Grade 5		10.23	6.02		60.23	73.49		29.55	20.48
All Grades		15.44	8.40		59.93	72.27		24.63	19.33

Conclusions based on this data:

1. There is a great need for students to read at grade level throughout the upper grades.
2. Students' ability to decode and read fluently affect their ability to comprehend, produce writing, communicate effectively, and conduct research.
3. Prioritize a comprehensive school-wide literacy focus; which specifically targets and develops students' ability to read fluently and at grade level.

Areas of Need

Continue to focus on building a strong literacy foundation in each and every student. Utilize goal setting for student growth in addition to a focus on phonics instruction in the primary grades.

Areas of Strength

Consistent and intentional use of the PLC cycle to analyze data and plan for first best instruction to meet all students needs. School wide agreements based on research around the Science of Reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	83	80	75	0	79	74	0	79	74	0.0	98.8	98.7
Grade 4	79	109	80	0	107	80	0	107	80	0.0	98.2	100.0
Grade 5	84	90	83	0	90	83	0	90	83	0.0	100.0	100.0
All Grades	246	279	238	0	276	237	0	276	237	0.0	98.9	99.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2420.	2417.		12.66	17.57		35.44	21.62		16.46	25.68		35.44	35.14
Grade 4		2434.	2463.		10.28	10.00		11.21	31.25		40.19	37.50		38.32	21.25
Grade 5		2434.	2443.		2.22	6.02		8.89	15.66		27.78	20.48		61.11	57.83
All Grades	N/A	N/A	N/A		8.33	10.97		17.39	22.78		29.35	27.85		44.93	38.40

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		24.05	22.97		44.30	51.35		31.65	25.68
Grade 4		14.95	26.25		47.66	47.50		37.38	26.25
Grade 5		4.44	6.02		35.56	32.53		60.00	61.45
All Grades		14.13	18.14		42.75	43.46		43.12	38.40

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		17.72	12.16		43.04	45.95		39.24	41.89
Grade 4		6.54	6.25		45.79	58.75		47.66	35.00
Grade 5		3.33	7.23		48.89	46.99		47.78	45.78
All Grades		8.70	8.44		46.01	50.63		45.29	40.93

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		12.66	14.86		64.56	68.92		22.78	16.22
Grade 4		11.21	11.25		57.01	71.25		31.78	17.50
Grade 5		3.33	4.82		48.89	57.83		47.78	37.35
All Grades		9.06	10.13		56.52	65.82		34.42	24.05

Conclusions based on this data:

1. The greatest number of students are "below standard" in 3rd and 5th grades.
2. Students' ability to read greatly impacts their ability to solve math problems and explain their reasoning; both orally and in writing.
3. Our 4th grade students had the greatest growth for 22-23 year in math.

Areas of Need

Focus on math task development and foundational math skills.

Areas of Strength

Standards based instruction.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Grade Level

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade 3	23	23	16	15	7
Grade 4	15	24	47	11	16
Grade 5	11	14	17	26	26

Conclusions based on this data:

- 3rd grade students have had the least distance from standard in I Ready
- After analyzing data it was found that 45% of students scored at or above grade level.

Areas of Need

The data shows that students who are identified as English Learners, Special Education, and Economically Disadvantaged showed the greatest area of need, with students scoring two or more grade levels below also in need.

Areas of Strength

55% of all students at RES scored above, on, or one grade level below.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Grade Level

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Grade Level	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
Grade 3	16	20	39	5	4
Grade 4	17	27	45	13	11
Grade 5	8	15	29	18	23

Conclusions based on this data:

1. We had growth in all grades this school year.
2. Our 4th grade students had the most students early/mid/or above grade level at 63%
3. Our first grade students had the most that were one or more grade levels below at 63%

Areas of Need

Math is an area of growth for all RES students, however growth has been made the last two years.

Areas of Strength

Although only 43% of students scored at or above grade level, 43% of students only have a years growth to accomplish to be at grade level.

School and Student Performance Data

iReady Diagnostic Results English Language Arts/Literacy (All Students) By Student Group

iReady Diagnostic Results					
English Language Arts/Literacy (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
EL	3	9	14	17	23
SED	31	51	69	39	41
SWD	6	10	14	21	33
Hispanic	34	56	64	67	42
White	39	52	59	45	41
African American	2	6	10	2	3
Asian	8	5	1	1	0

Conclusions based on this data:

1. The student groups Hispanic/Latino and Students with Disabilities (SWD) had more than 33% of students on or above grade level.
2. White students outperformed all other subgroups.

Areas of Need

Special Ed. students have the most growth to achieve, followed by EL students.

Areas of Strength

ELA is an area of strength with more students on or above grade level.

School and Student Performance Data

iReady Diagnostic Results Mathematics (All Students) By Student Group

iReady Diagnostic Results					
Math (All Students)					
Overall Achievement for All Students					
Student Group	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	# of Students	# of Students	# of Students	# of Students	# of Students
	2020-21	2020-21	2020-21	2020-21	2020-21
EL	5	10	24	17	13
SED	25	51	95	32	34
SWD	4	7	30	11	28
Hispanic	38	31	65	31	32
White	24	43	71	16	13
African American	08	18	34	18	20
Asian	4	1	1	1	1

Conclusions based on this data:

1. Math is an area of growth for all students.
2. Both SWD and White student groups need the most support and intervention.
3. Math had the most growth from the beginning of the year.

Areas of Need

Students in the groups Students with Disabilities (SWD) and ELs have the most need to improve math scores.

Areas of Strength

Our student group of Hispanic students had the most overall percentage of students on or above grade level. We recognize that math is an area of continuing growth and need this year.

School and Student Performance Data

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	1405.0	1446.1	1456	1420.3	1450.1	1454	1369.3	1436.6	1458	23	28	28
1	1397.5	1421.5	1418	1416.2	1443.3	1432	1378.3	1399.3	1404	34	15	17
2	1460.0	1476.3	1443	1455.4	1485.7	1447	1464.2	1466.4	1439	26	27	19
3	1444.7	1476.1	1497	1445.5	1478.9	1497	1443.4	1472.8	1497	23	25	27
4	1446.1	1493.8	1501	1445.6	1498.8	1500	1446.2	1488.5	1501	16	24	25
5	1472.8	1501.9	1516	1472.0	1515.1	1517	1473.1	1488.4	1515	21	17	21
All Grades										143	136	137

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	8.70	17.86	35	34.78	46.43	35	34.78	32.14	21	21.74	3.57	7	23	28	28
1	0.00	6.67	0	32.35	26.67	0	29.41	20.00	58	38.24	46.67	41	34	15	17
2	15.38	7.41	5	19.23	44.44	26	46.15	29.63	36	19.23	18.52	31	26	27	19
3	8.70	8.00	18	17.39	28.00	33	47.83	40.00	48	26.09	24.00	0	23	25	27
4	6.25	16.67	4	18.75	20.83	52	50.00	45.83	32	25.00	16.67	12	16	24	25
5	0.00	5.88	14	23.81	29.41	47	42.86	58.82	23	33.33	5.88	14	21	17	21
All Grades	6.29	11.03	12.6	25.17	33.82	32.1	40.56	37.50	36.3	27.97	17.65	17.5	143	136	137

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	13.04	28.57	42	43.48	39.29	32	26.09	28.57	14	17.39	3.57	10	23	28	28
1	17.65	20.00	0	35.29	26.67	17	20.59	26.67	76	26.47	26.67	5	34	15	17
2	23.08	18.52	10	30.77	44.44	42	34.62	37.04	21	11.54	0.00	26	26	27	19
3	21.74	20.00	33	26.09	44.00	37	26.09	20.00	25	26.09	16.00	3	23	25	27
4	18.75	25.00	40	37.50	41.67	36	25.00	29.17	16	18.75	4.17	8	16	24	25
5	19.05	35.29	33	38.10	47.06	52	23.81	11.76	9	19.05	5.88	4	21	17	21
All Grades	18.88	24.26	19.3	34.97	41.18	34.3	25.87	26.47	26.8	20.28	8.09	9.3	143	136	137

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	8.70	14.29	17	13.04	32.14	50	39.13	42.86	25	39.13	10.71	7	23	28	28
1	0.00	0.00	0	26.47	13.33	0	23.53	20.00	47	50.00	66.67	52	34	15	17
2	15.38	7.41	0	23.08	37.04	15	38.46	25.93	31	23.08	29.63	52	26	27	19
3	0.00	0.00	3	4.35	12.00	33	56.52	48.00	40	39.13	40.00	22	23	25	27
4	12.50	0.00	0	6.25	12.50	28	25.00	50.00	40	56.25	37.50	32	16	24	25
5	0.00	0.00	4	4.76	5.88	14	38.10	29.41	57	57.14	64.71	23	21	17	21
All Grades	5.59	4.41	4	14.69	20.59	21.1	36.36	37.50	40	43.36	37.50	31.3	143	136	137

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	30.43	14.29	39	47.83	82.14	53	21.74	3.57	7	23	28	28
1	20.59	20.00	0	58.82	60.00	88	20.59	20.00	11	34	15	17
2	19.23	29.63	31	73.08	66.67	47	7.69	3.70	21	26	27	19
3	8.70	32.00	33	65.22	48.00	66	26.09	20.00	0	23	25	27
4	12.50	37.50	40	62.50	50.00	56	25.00	12.50	4	16	24	21
5	9.52	17.65	23	80.95	70.59	66	9.52	11.76	9	21	17	21
All Grades	17.48	25.74	27.6	64.34	63.24	63	18.18	11.03	8.6	143	136	137

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	17.39	32.14	35	60.87	64.29	50	21.74	3.57	14	23	28	28
1	8.82	6.67	0	61.76	66.67	95	29.41	26.67	5	34	15	17
2	11.54	22.22	10	69.23	77.78	63	19.23	0.00	26	26	27	19
3	26.09	40.00	29	43.48	40.00	59	30.43	20.00	11	23	25	27
4	31.25	25.00	32	50.00	62.50	56	18.75	12.50	12	16	24	25
5	28.57	76.47	66	52.38	11.76	28	19.05	11.76	4	21	17	21
All Grades	18.88	33.09	28.6	57.34	55.88	58.5	23.78	11.03	12	143	136	136

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	4.35	25.00	21	65.22	64.29	75	30.43	10.71	3	23	28	28
1	2.94	13.33	0	47.06	20.00	29	50.00	66.67	70	34	15	17
2	19.23	7.41	5	38.46	62.96	42	42.31	29.63	52	26	27	19
3	0.00	0.00	3	39.13	52.00	66	60.87	48.00	29	23	25	27
4	12.50	4.17	4	25.00	45.83	56	62.50	50.00	40	16	24	25
5	0.00	0.00	9	28.57	41.18	66	71.43	58.82	23	21	17	21
All Grades	6.29	8.82	7	41.96	50.74	55.6	51.75	40.44	36.1	143	136	137

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	13.04	26.92	57	30.43	57.69	35	56.52	15.38	7	23	26	17
1	0.00	0.00	0	50.00	53.33	52	50.00	46.67	47	34	15	17
2	15.38	11.11	5	57.69	62.96	47	26.92	25.93	47	26	27	19
3	4.35	4.00	18	65.22	80.00	74	30.43	16.00	7	23	25	27
4	12.50	4.17	16	37.50	75.00	60	50.00	20.83	24	16	24	25
5	0.00	11.76	4	71.43	64.71	71	28.57	23.53	23	21	17	21
All Grades	6.99	10.45	16.2	52.45	66.42	56.5	40.56	23.13	25.8	143	134	137

Conclusions based on this data:

1. This data provides us with baseline data. We have a fairly equal distribution of students across the 4 ELPI levels.
2. Our greatest areas of need, by domain, are as follows: Reading and Listening.
3. The majority of our students are scoring between a level 2-3.

Areas of Need

Continue to ensure each and every student grows at least one ELPI level annually in their language acquisition and development.

Areas of Strength

Daily and intentional use of EL teaching strategies (visuals, realia, vocabulary, language frames, graphic organizers, etc).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
535	83.9	28.0	0.7
Total Number of Students enrolled in Romoland Elementary School.	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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	150	28.0
Foster Youth	4	0.7
Homeless	7	1.3
Socioeconomically Disadvantaged	449	83.9
Students with Disabilities	110	20.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4.3
American Indian	3	0.6
Asian	3	0.6
Filipino	1	0.2
Hispanic	470	87.9
Two or More Races	7	1.3
Pacific Islander	1	0.2
White	27	5.0

Conclusions based on this data:

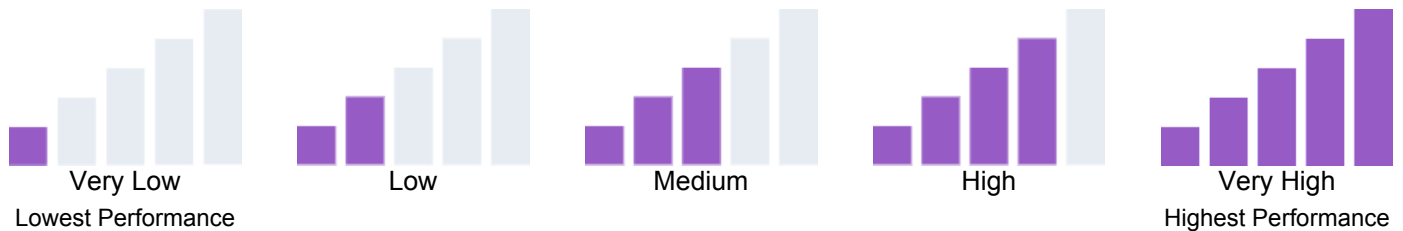
1. Our most significant student group is our Socio-Economic Group at 83.9% of our student population.
2. Continue to promote a strong emphasis on growth mindset and individual student growth.
3. We had an unusually large population of SWD's (20.6% as opposed to the more normal range of 10%) because we were hosting 5 mod-severe classrooms on our campus.

School and Student Performance Data

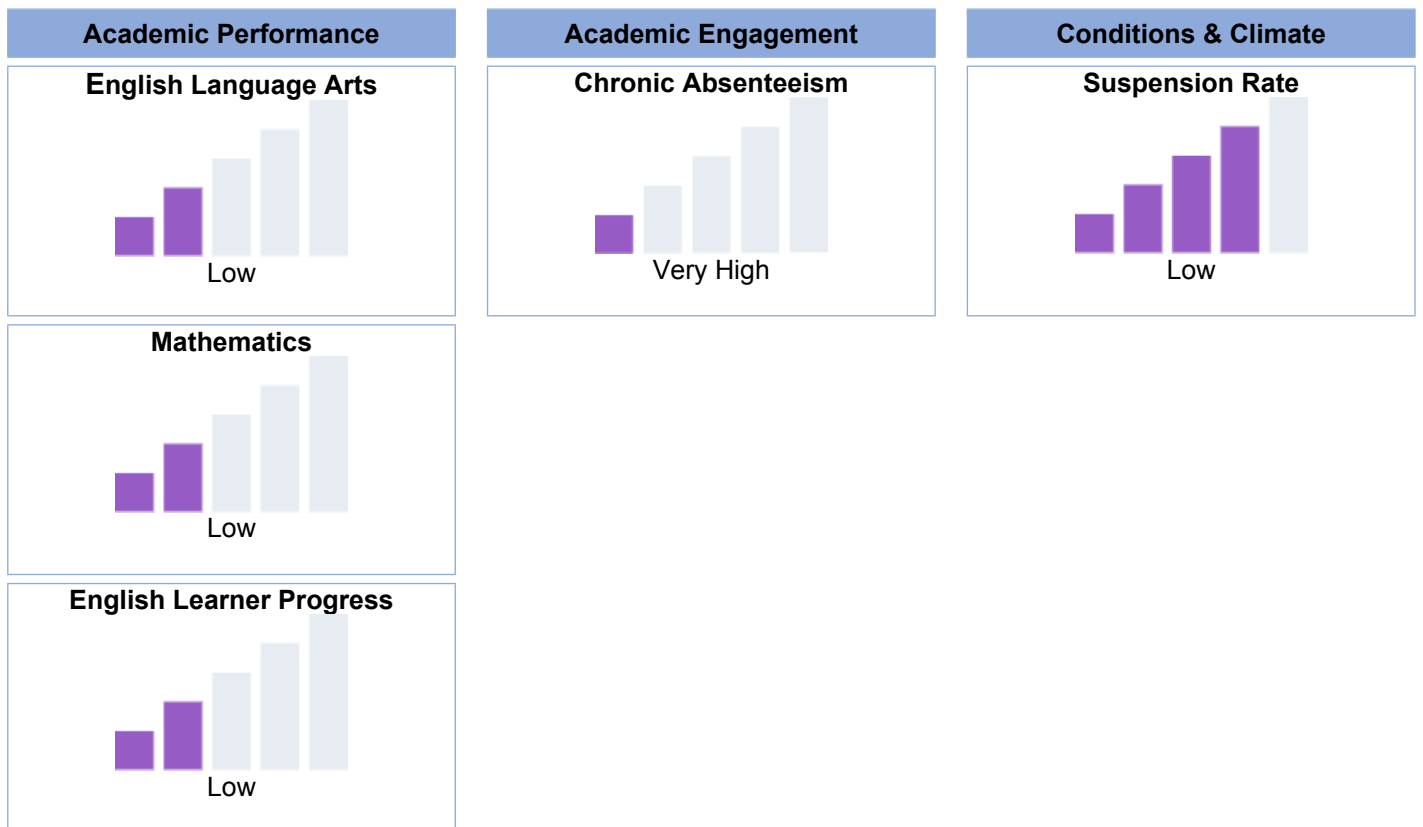
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. With a continued focus on social-emotional learning, we've maintained a very low suspension rate over multiple years. We must continue to build relationships with all students and our community and be aware of any special needs our students may have.
2. We are implementing a comprehensive school-wide focus on literacy. This is focused with intense phonics instruction based around the Science of Reading

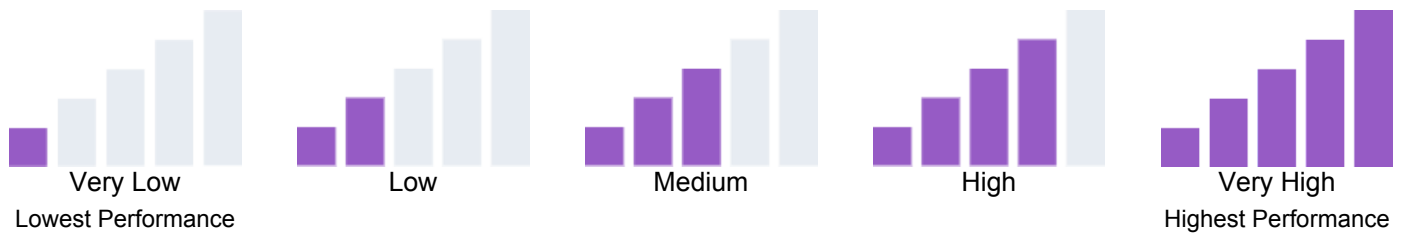
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3. Our mathematics instruction must focus on the 4 C's (communication, collaboration, critical thinking and creativity), data analysis, the use of manipulatives, and collaboration and planning.

School and Student Performance Data

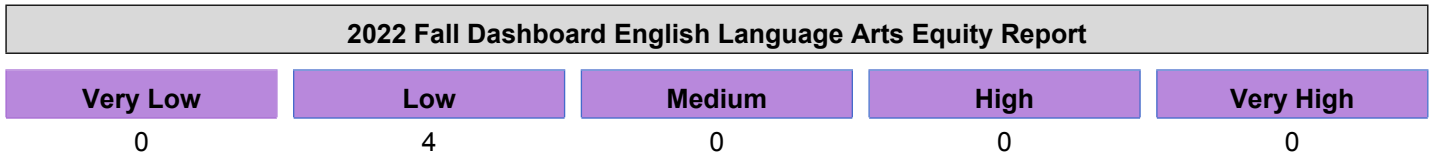
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

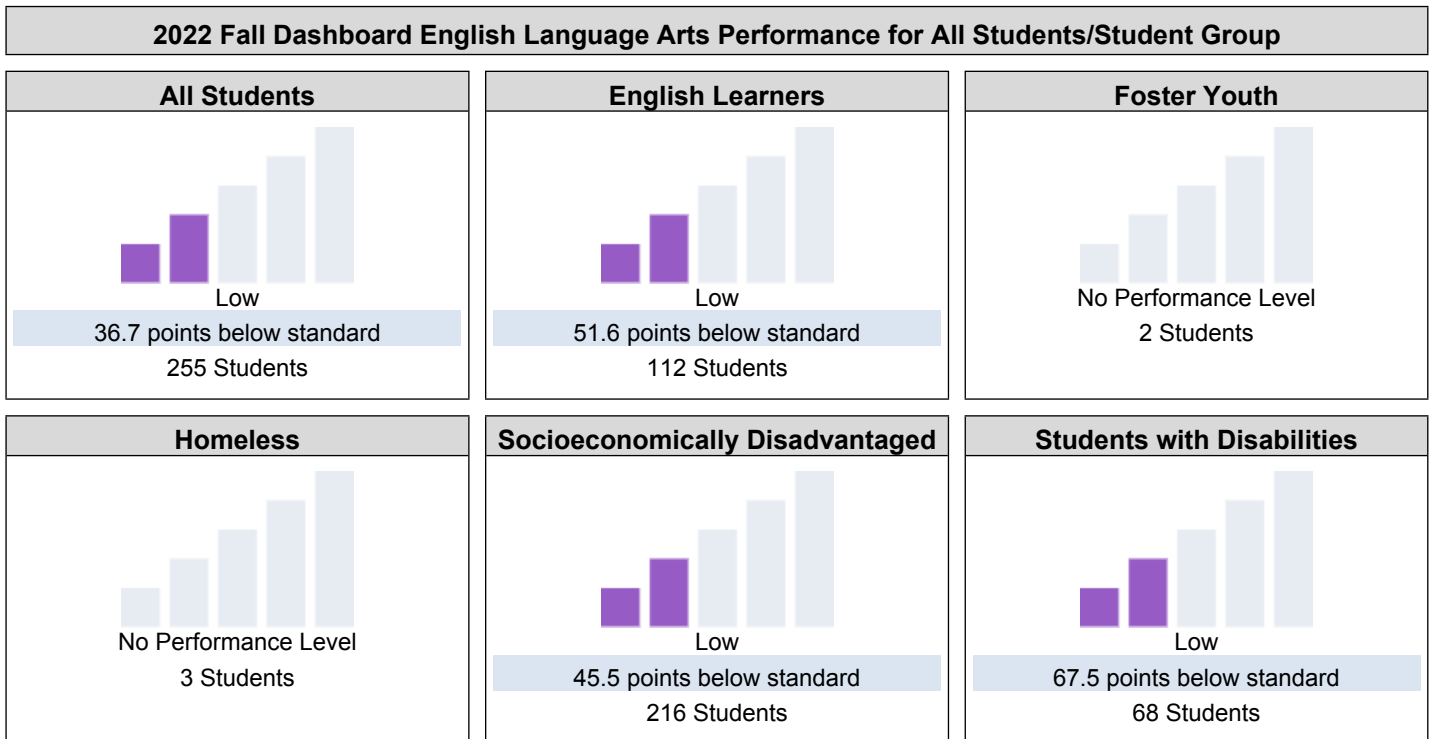
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



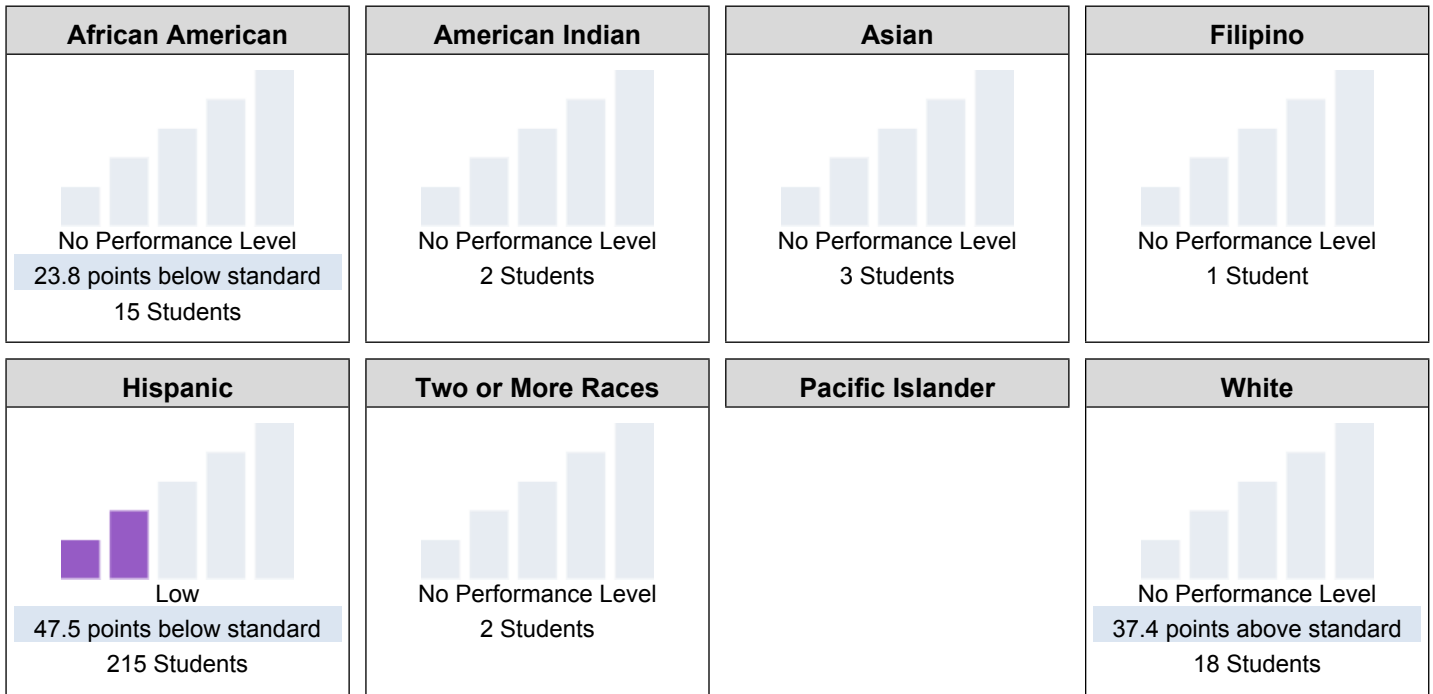
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.9 points below standard 56 Students	12.3 points below standard 56 Students	31.1 points below standard 127 Students

Conclusions based on this data:

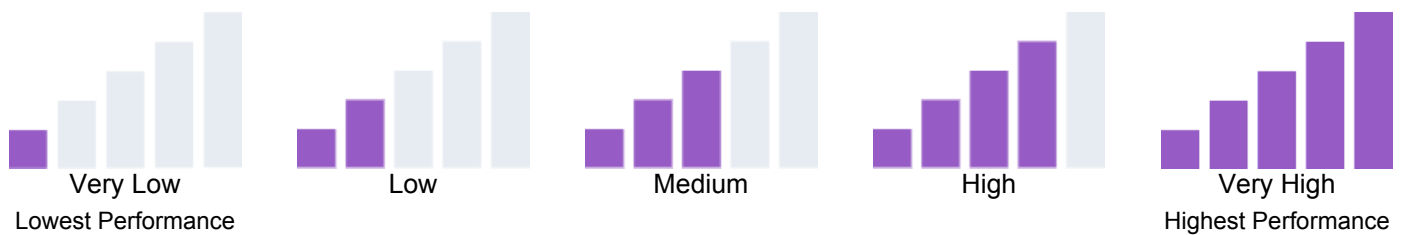
- For the past three years we have made significant growth in both ELA and math as measured by state testing. We continue to foster through the focus on first best instruction and Universal Design for Learning (UDL).
- The majority of our student population is socio-economically disadvantaged. With targeted goal setting and growth mindset we will continue to improve yearly.

School and Student Performance Data

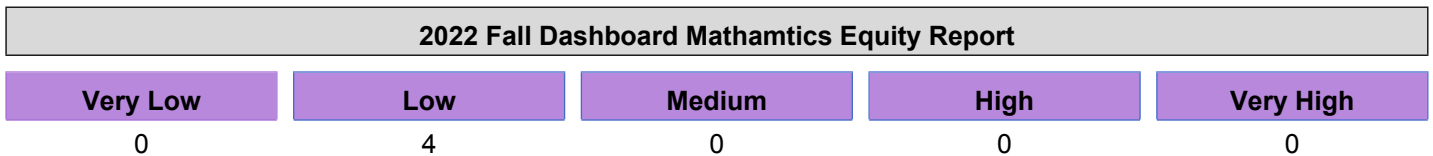
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

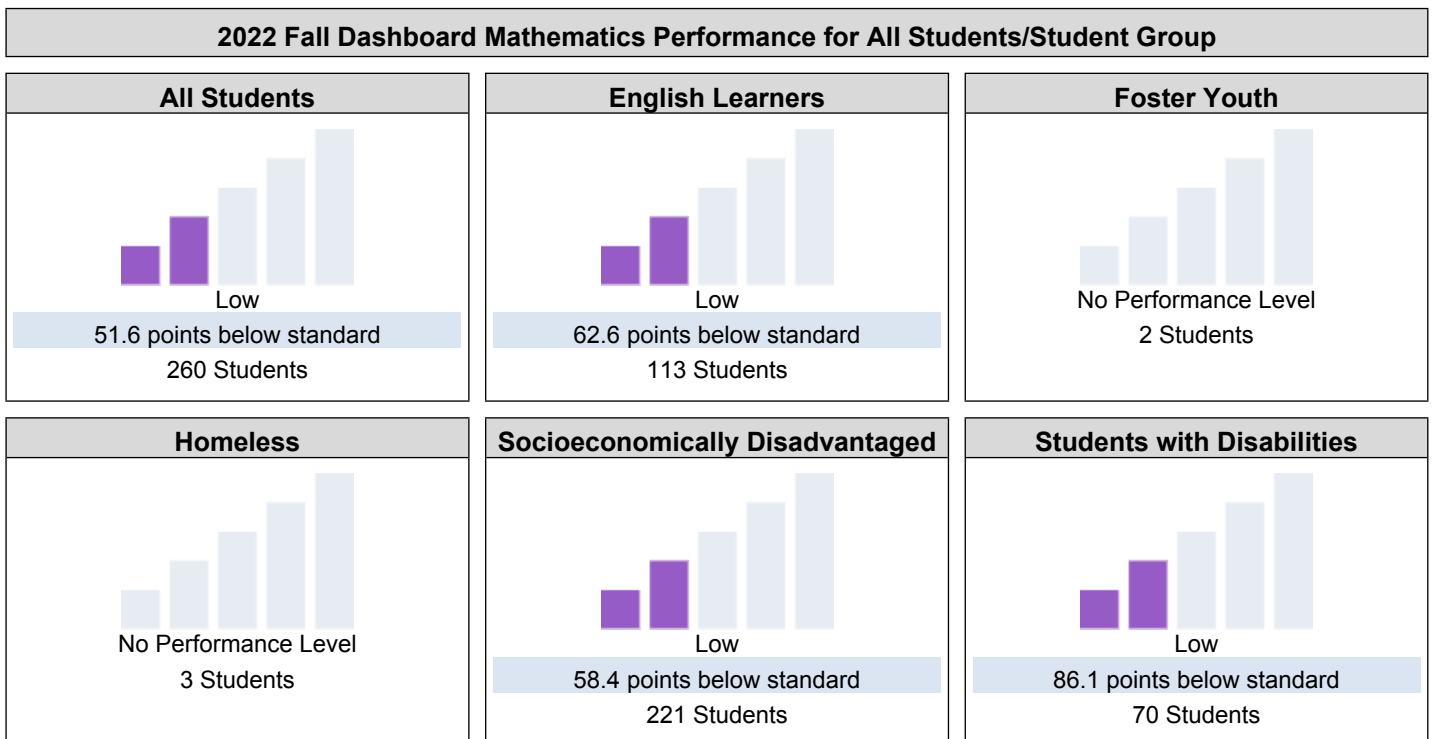
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



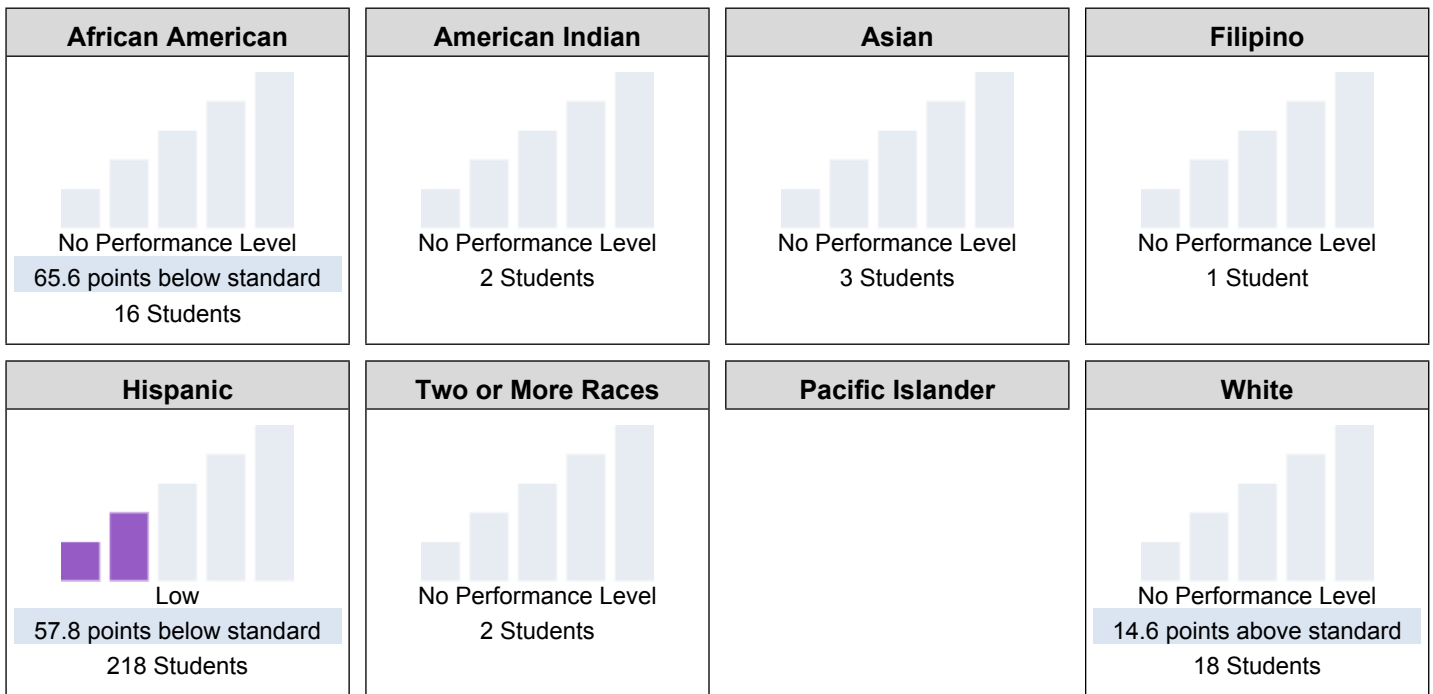
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>92.2 points below standard 57 Students</p>	<p>32.4 points below standard 56 Students</p>	<p>45.6 points below standard 131 Students</p>

Conclusions based on this data:

1. Over the past three years we've had significant growth in math. We continue to focus on first best instruction and Universal Design for Learning UDL.
2. The majority of our students are socioeconomically disadvantaged. Continue to foster a culture that believes all students can and will achieve at high levels.

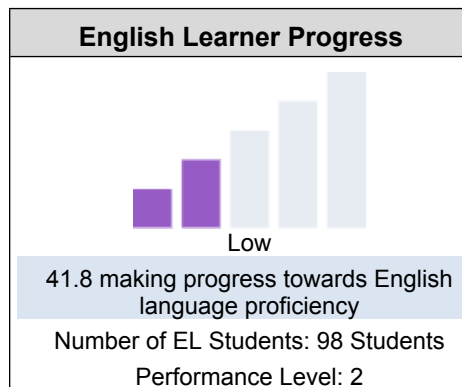
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
17.3%	40.8%	0.0%	41.8%

Conclusions based on this data:

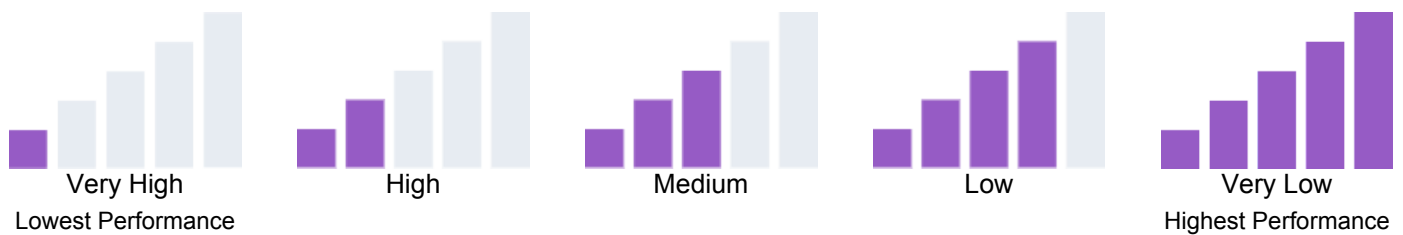
1. We have 40.8% of our English Learners maintaining their ELPI level. While 41.8% have progressed at least one ELPI level.
2. We must continue to prioritize literacy, especially language development, across the school. Systematic ELD instruction with vocabulary and literacy development will be our target this school year.
3. Goal is to continue to reclassify students by the time they finish fifth grade.

School and Student Performance Data

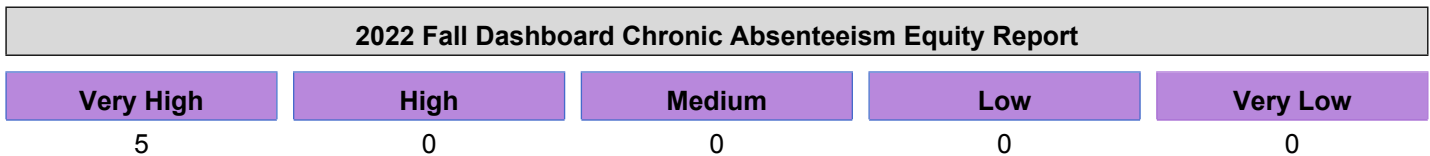
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

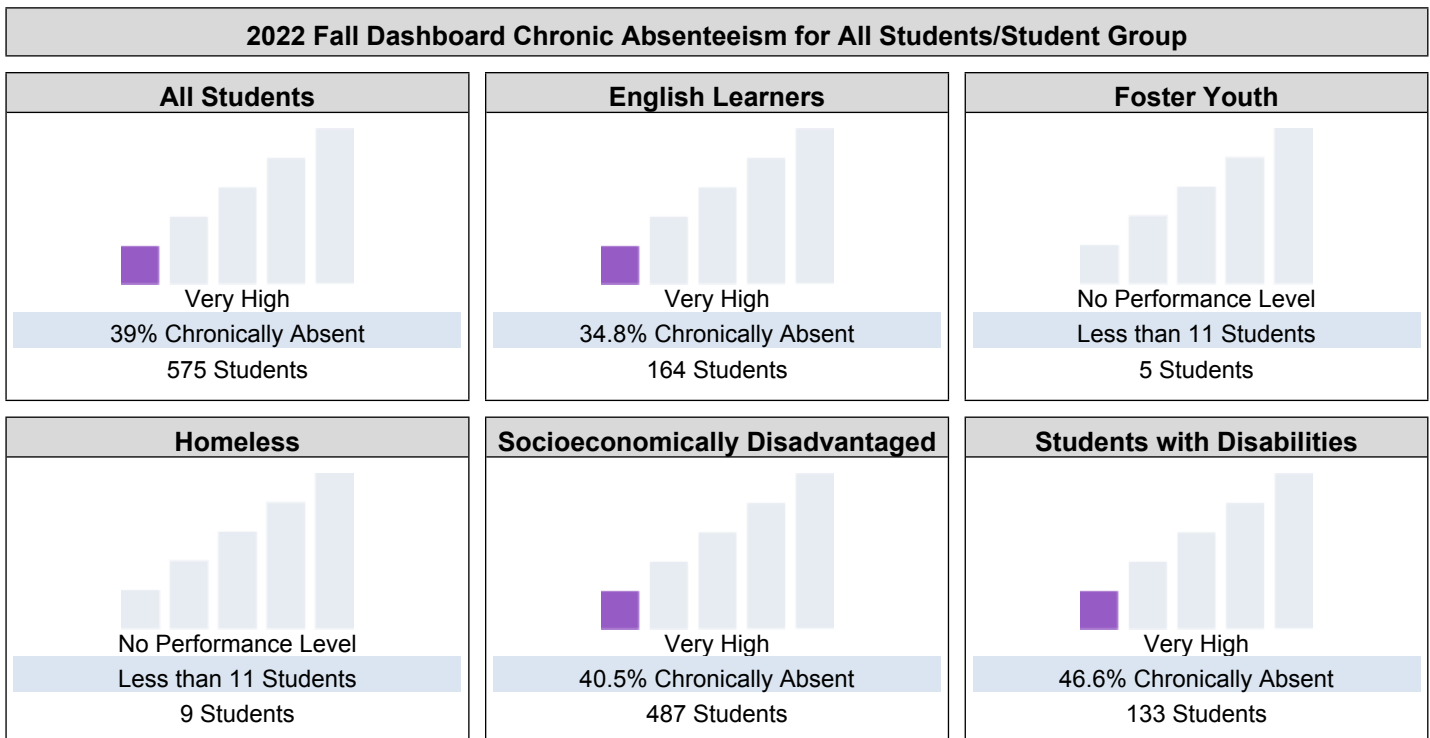
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



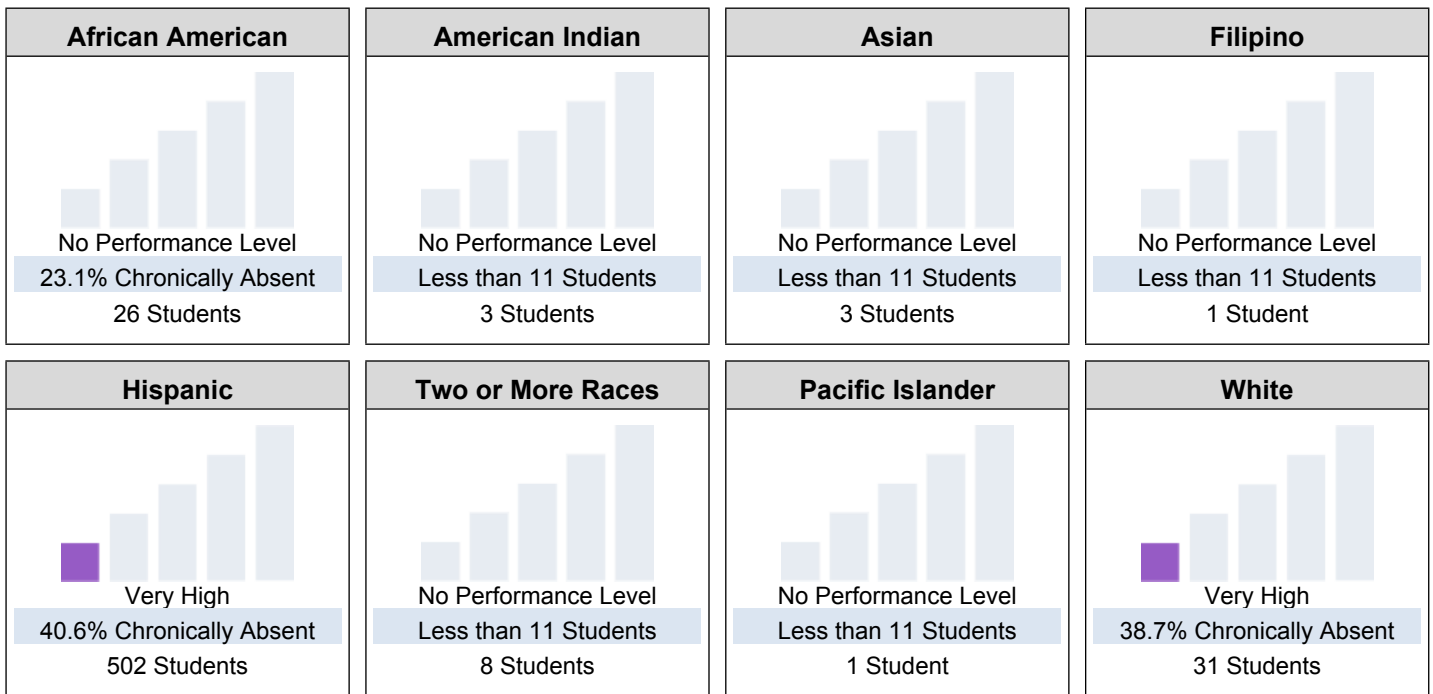
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

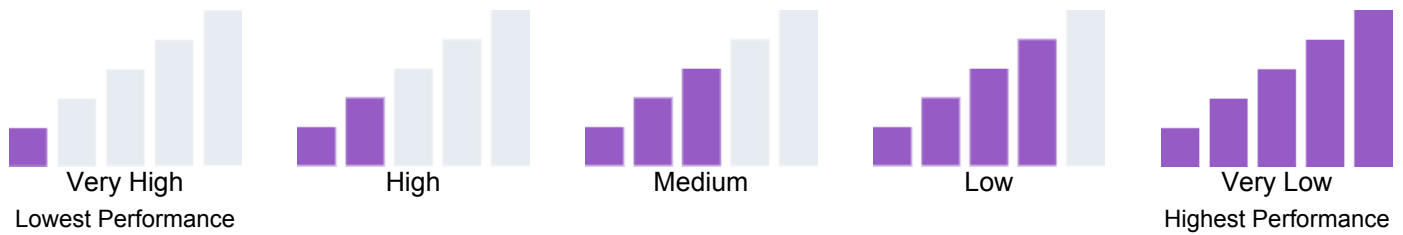
1. We will carefully analyze our data to know who our chronically absent students are and then determine their needs in order to provide information and/or resources to these students/families.
2. School-wide focus on educating our community on the importance and impact of good school attendance through multiple communication methods (Group meetings (SSC, ELAC, etc) Social Media, Conferencing (Chronic, SART, and SARB), utilization of A2A letters, and a variety of fun and engaging attendance challenges and incentives.
3. Our school counselor and assistant principal will provide targeted assistance to students and families in need of attendance support and interventions. She will work collaboratively with school assistant principal to identify and target our students with chronic absenteeism.

School and Student Performance Data

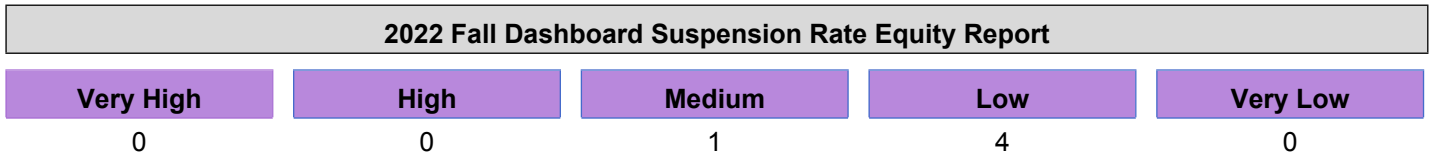
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

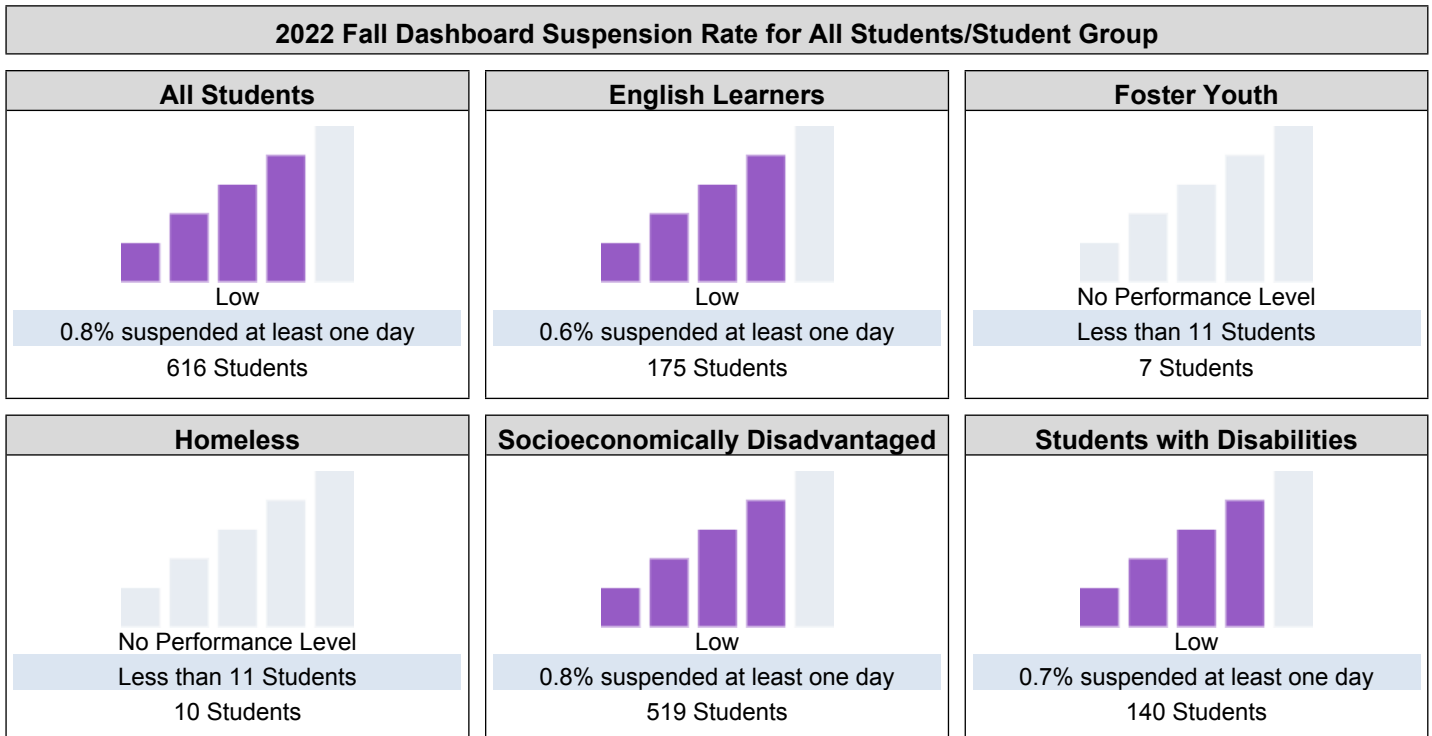
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



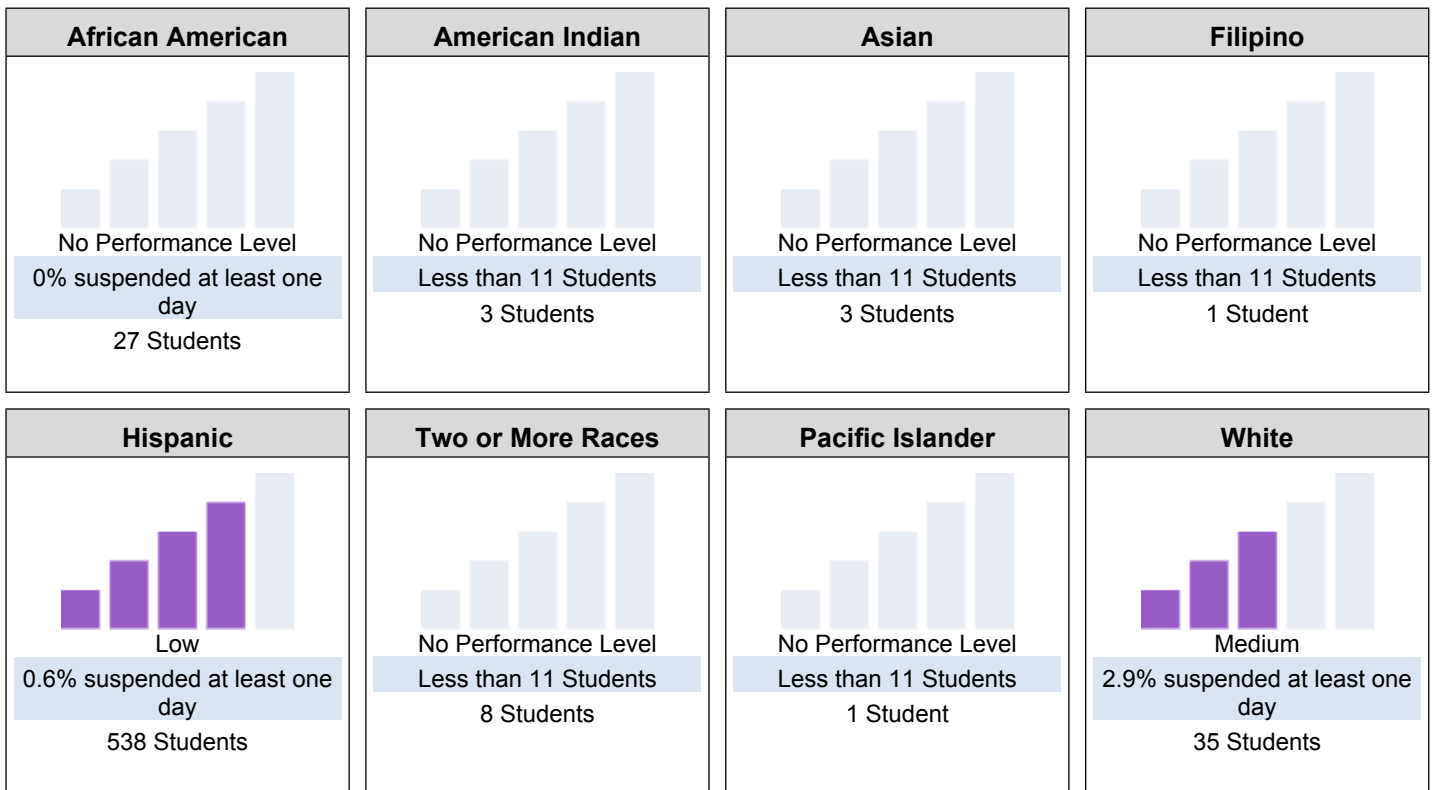
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our focus on social emotional learning and development via The Leader in Me & 8 Habits, and Restorative Practices is helping us to maintain a very low suspension rate.
2. Our white students were the subgroup who had the highest suspension at 2.9% suspended at least one day.
3. Utilize our school counselor and mental health therapist to meet regularly with students in vulnerable or special population groups to best meet their needs.

Resource Inequities

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

After reviewing the most recent California School Dashboard indicators from 2022 (based on data from the 2021-22 school year), Romoland Elementary has one student group identified for ATSI due to Chronic Absenteeism. The student group is white students. It is important to note that all student groups were very high in Chronic Absenteeism on the 2022 California School Dashboard. However, the aforementioned student group was identified as part of the ATSI process because data was only available for this student group in two metric areas on the Dashboard (Chronic Absenteeism and Suspension Rate) due to the groups' small size. The Suspension Rate for the group was in the medium range, which met the standard. However, because the white student group was only rated in two areas, and one area was the very high Chronic Absenteeism, the student group was identified for ATSI.

The school implemented a multi-tiered system of support with strategic actions across Tiers I, II, and III to reduce chronic absenteeism for all student groups during the 2022-23 school year. Chronic absenteeism decreased for the white student group, which will be reflected positively on the 2023 Dashboard (published in December 2023). The multi-tiered strategic actions have continued into the 2023-24 school year and are showing ongoing improvement in student attendance.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

For the 2022-23 school year, increase the percentage of students scoring Standard Met and Standard Exceeded on the ELA CAASPP from 34% to 40% by June 2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Growth Measures and scale score points (individual student scale score points).	One year's worth of growth, as measured in scale score points, from iReady Diagnostic #1 to Diagnostic #3 Spring 2023. Our goal is that 52% of our students will be on or above grade level according to Diagnostic 3 administered June 2023.	Romoland Elementary students did not make one year's worth of growth, as measured in scale score points, from iReady Diagnostic #1 to Diagnostic #3 Spring 2023. Our goal was that 52% of our students will be on or above grade level according to Diagnostic 3 administered June 2023 and the result was 43% or our students were on or above grade level.
CAASPP ELA Standard met/exceeded	Our goal for 2022-23 CAASPP ELA data, is to have 45% of students meeting or exceeding standard.	Our goal for 2022-23 CAASPP ELA data, was to have 45% of students meeting or exceeding standard. We did not meet the goal. We were at 37%.
CAASPP Scale score	Our goal for 2022-23 CAASPP ELA data, is to increase our median scale score to 2462.	Our goal for 2022-23 CAASPP ELA data, was to increase our median scale score to 2462. We did not meet our goal. We were at a median scale score of 2432.
iReady Reading Lesson Passing Rate	Our goal is to have our iReady Reading Lesson Passing Rate at 80% or higher.	Our goal is to have our iReady Reading Lesson Passing Rate at 80% or higher was not met. We had 79% of students pass at 80% or higher.
3rd Grade CAASPP ELA Standard met/exceeded	Our goal for 2022-23 CAASPP ELA data, is to have 41% of 3rd grade students meeting or exceeding standards.	Our goal for 2022-23 CAASPP ELA data, was to have 41% of 3rd grade students meeting or exceeding standards. We did not meet our goal. We were at 40%.
3rd Grade CAASPP Scale score	Our goal for 2022-23 CAASPP ELA data, is to increase 3rd graders median scale score to 2432.	Our goal for 2022-23 CAASPP ELA data, was to increase 3rd graders median scale score to 2432. We did not meet our goal. We were at a media scale score of 2399.
4th Grade CAASPP ELA Standard met/exceeded	Our goal for 2022-23 CAASPP ELA data, is to have 40% of 4th grade students meeting or exceeding standards.	Our goal for 2022-23 CAASPP ELA data, was to have 40% of 4th grade students meeting or exceeding standards. We met that goal at 40%.
4th Grade CAASPP Scale score	Our goal for 2022-23 CAASPP ELA data, is to increase 4th graders median scale score to 2473.	Our goal for 2022-23 CAASPP ELA data, was to increase 4th graders median scale score to 2473. We did

Metric/Indicator	Expected Outcomes	Actual Outcomes
		not meet that goal. We were at a median scale score of 2444.
5th Grade CAASPP ELA Standard met/exceeded	Our goal for 2022-23 CAASPP ELA data, is to have 41% of 5th grade students meeting or exceeding standards.	Our goal for 2022-23 CAASPP ELA data, was to have 41% of 5th grade students meeting or exceeding standards. We did not meet that goal. We were at a 30%.
4th Grade CAASPP Scale score	Our goal for 2022-23 CAASPP ELA data, is to increase 5th graders median scale score to 2502.	Our goal for 2022-23 CAASPP ELA data, was to increase 5th graders median scale score to 2502. We did not meet that goal. We were at a median scale score of 2455.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STRATEGY: Romoland Elementary School will implement the California Common Core Standards in English Language Arts, the District's Units of Study in English Language Arts, Wonders curriculum, the I-ready Intervention program, and provide high quality first best instruction to meet the needs of all students. Teachers will utilize their PLC time to analyze student work and data, create CFA's to guide instruction, and plan for measurable learning outcomes. As a school. we will also focus ELA instruction.	Romoland Elementary School implemented the California Common Core Standards in English Language Arts, the District's Units of Study in English Language Arts, Wonders curriculum, the I-ready Intervention program, and provided high quality first best instruction to meet the needs of all students. Teachers utilized their PLC time to analyze student work and data, created CFA's to guide instruction, and planned for measurable learning outcomes. As a school. we also focused on ELA instruction.	Deep Implementation of CCSS via multiple resources. None Specified None Specified 0	Deep Implementation of CCSS via multiple resources. None Specified None Specified 0
Implement the California Common Core Standards in English Language Arts.	Implement the California Common Core Standards in English Language Arts.	* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development (including to but not limited to teacher release time and/or time cards) to support implementation.	Provided high quality first best instruction to meet the needs of all students. Provided additional instructional materials, resources, and Professional Development (including to but not limited to teacher release time and/or time cards) to support implementation.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>* Administrators conduct timely walk-throughs and provide formative feedback to teachers.</p> <p>None Specified None Specified 0</p>	<p>Administrators conducted timely walk-throughs and provided formative feedback to teachers.</p> <p>None Specified None Specified 0</p>
<p>Utilize P.L.C. to discuss assessments in order to plan backwards for first best instruction.</p>	<p>Utilized P.L.C. to discuss assessments and planned backwards for first best instruction.</p>	<p>* Provide high quality first best instruction to meet the needs of all students.</p> <p>* Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation.</p> <p>* Administrators conduct timely walk-throughs and provide formative feedback to teachers.</p> <p>None Specified None Specified 0</p>	<p>Provided high quality first best instruction to meet the needs of all students.</p> <p>Provided additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation.</p> <p>Administrators conducted timely walk-throughs and provide formative feedback to teachers.</p> <p>None Specified None Specified 0</p>
<p>Identify struggling readers by administering I-Ready Reading Diagnostic three times a year in order to target reading intervention and acceleration based on individual student needs.</p>	<p>Identified struggling readers by administering I-Ready Reading Diagnostic three times a year in order to target reading intervention and acceleration based on individual student needs.</p>	<p>Up to 2 days of UDL Planning time in grade level and/or school-wide vertical teams (virtual meetings or in person) to discuss and plan for our 5 SPSA goals: 1000-1999: Certificated Personnel Salaries Title I 5,000</p>	<p>Up to 2 days of UDL Planning time in grade level and/or school-wide vertical teams (virtual meetings or in person) discussing and planning for our 5 SPSA goals: 1000-1999: Certificated Personnel Salaries Title I 5,000</p>
<p>Ensure full implementation of the Common Core State Standards with the district approved Units of Study in English Language Arts and district adopted English Language Development Program for all grade levels.</p>	<p>Ensured full implementation of the Common Core State Standards with the district approved Units of Study in English Language Arts and district adopted English Language Development Program for all grade levels</p>	<p>Ensure adequate supplemental instructional supplies and materials to extend Units of Study lessons during centers-based learning, workshop time, or enrichment learning time to include but not limited to: Reprographic orders, Copy Paper, and Student Supplies-including but not limited</p>	<p>Ensure adequate supplemental instructional supplies and materials to extend Units of Study lessons during centers-based learning, workshop time, or enrichment learning time to include but not limited to: Reprographic orders, Copy Paper, and Student Supplies-including but not limited</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		to paper, constructions paper, glue, markers, mini whiteboards, etc. 4000-4999: Books And Supplies Title I 16,000	to paper, constructions paper, glue, markers, mini whiteboards, etc. 4000-4999: Books And Supplies Title I 7,972
		Provide books for small group reading support in grades K-5th. Books to support reader development in k-2nd and guided reading in 3rd-5th. 4000-4999: Books And Supplies Title I 2,000	Provided books for small group reading support in grades K-5th. Books were to support reader development in k-2nd and guided reading in 3rd-5th. 4000-4999: Books And Supplies Title I 1,767
		Ensure adequate supplemental instructional supplies and materials to extend Units of Study lessons during centers-based learning, workshop time, or enrichment learning time to include but not limited to: Reprographic orders Copy Paper. 4000-4999: Books And Supplies Title I 3,000	Ensured adequate supplemental instructional supplies and materials to extend Units of Study lessons during centers-based learning, workshop time, or enrichment learning time to include but not limited to: Reprographic orders Copy Paper. 4000-4999: Books And Supplies Title I 1,987
Professional Learning Opportunities and/or materials to ensure high quality instruction, equity, and access for all students	Provided Professional Learning Opportunities and/or materials to ensure high quality instruction, equity, and access for all students.	RCOE Workshops/Conferences : Equity chronic absenteeism SBAC ACSA Workshops/Conferences Other professional learning related to school priorities and initiatives: GoFormative Nearpod GoGuardian ELLevate Standards Plus/UnboundED Assessments Trauma Informed Practices Culture SEL CUE	RCOE Workshops/Conferences : Equity chronic absenteeism SBAC ACSA Workshops/Conferences Other professional learning related to school priorities and initiatives: GoFormative Nearpod GoGuardian ELLevate Standards Plus/UnboundED Assessments Trauma Informed Practices Culture SEL CUE

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Professional learning books and other resources 5800: Professional/Consulting Services And Operating Expenditures Title I 5,172	Professional learning books and other resources 5800: Professional/Consulting Services And Operating Expenditures Title I 1,256
Teachers use supplemental technology, software, software licenses and equipment to support supplement curriculum; teachers have adequate materials and appropriate staff development to fully implement new technology and software.	Teachers used supplemental technology, software, software licenses and equipment to support supplement curriculum; teachers had adequate materials and appropriate staff development to fully implement new technology and software.	Digital subscriptions to ensure that all students excel in ELA and Math. 4000-4999: Books And Supplies Title I 5,500	Digital subscriptions to ensure that all students excel in ELA and Math. 4000-4999: Books And Supplies Title I 3,995

Analysis

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

For the 2022-2023 school year, Romoland Elementary collaborated and gathered data to meet the needs of students in English Language Arts. Through grade level planning days for Universal Design for Learning, PLC teams collaborated and lessons planned for instructional groups targeting first best instruction. We conducted needs assessment for institutional material to support district core instructional materials. Collaborating with the site coach PLC teams analyzed data centered around IReady to identify targeted student groups to develop lessons to meet their needs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although we did not meet all goals for ELA, there was growth in all areas for student groups. In ELA, as measured by state testing, students showed growth overall in ELA. Having targeted goals staff and students were able to work and analyze data to work towards grade level mastery. Teachers grew their own instructional knowledge by collaborating with subject matter experts, attending conferences, and meeting in PLC groups to analyze data. The 4th-grade team was the only team able to consistently meet in PLC and have release days. They were the only team to meet their goal of having students at or above grade level at 40%.

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

The major differences between the intended implementation and the budgeted expenditures are due to:
 *Materials and supplies saw no differences in the budgeted expenditures from what was planned and utilized for materials and supplies.
 *All grade levels did not need as many supplementary materials as budgeted.

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.

We will continue with our focused implementation of the English Language Arts standards and continue with our program development into the 23-24 school year. We will continue to work with grade levels for ELA materials that will support our ELA standard implementation. We will also continue with our academic goal setting through the Leader in Me membership. We will plan for ELA planning days for each grade level for the 2023-24 school year where teachers have the time to develop, reflect, and adjust their teaching strategies based on the academic measures. During the planning days, we will identify homeless students who are underperforming their peers in order to develop the next steps for those students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

For the 2022-23 school year, increase the percentage of students scoring Standard Met and Standard Exceeded on the Math CAASPP from 26% to 33% by June 2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostic Growth Measures and students at grade level.	One year's worth of growth, as measured by number of students at grade level, using iReady Diagnostic #1 to Diagnostic #3 from 13% to 50%	We did not meet the goal of one year's worth of growth, as measured by number of students at grade level, using iReady Diagnostic #1 to Diagnostic #3. We had 44% of students at grade level.
CAASPP Scale score	Our goal for the 2022-23 CAASPP Math, is to increase our median scale score to 2466.	Our goal for the 2022-23 CAASPP Math, was to increase our median scale score to 2466. We did not meet the goal. We had a median score of 2441.
CAASPP Math standard met/exceeded	Our goal for the 2021-22 CAASPP Math, is to increase our students meeting or exceeding standard to 36%.	Our goal for the 2021-22 CAASPP Math, was to increase our students meeting or exceeding standards to 36%. We did not meet our goal. We had 34% meeting or exceeding standards.
iReady Math Diagnostic	Our goal is by diagnostic #3, June 2023, 55% of students on or above standard.	Our goal is by diagnostic #3, June 2023, 55% of students are on or above standard. We did not meet our goal. We had 43% of students at or above grade level.
iReady Math Lesson Passing Rate	By June 2023, our goal is to maintain a school wide average passing rate of 85% or higher.	By June 2023, our goal was to maintain a school wide average passing rate of 85% or higher. We meet the goal at 95%.
3rd Grade CAASPP Scale score	Our goal for the 2022-23 CAASPP 3rd grade Math, is to increase our median scale score to 2436.	Our goal for the 2022-23 CAASPP 3rd grade Math, was to increase our median scale score to 2436. We did not meet the goal. We were at 2417.
3rd Grade CAASPP Math standard met/exceeded	Our goal for the 2022-23 CAASPP 3rd grade Math, is to increase our students meeting or exceeding standard to 53%.	Our goal for the 2022-23 CAASPP 3rd grade Math, was to increase our students meeting or exceeding standard to 53%. We did not meet the goal. We are at 39%.
4th Grade CAASPP Scale score	Our goal for the 2022-23 CAASPP 4th grade Math, is to increase our median scale score to 2485.	Our goal for the 2022-23 CAASPP 4th grade Math, was to increase our median scale score to 2485. We did not meet the goal. We are at 2464.
4th Grade CAASPP Math standard met/exceeded	Our goal for the 2022-23 CAASPP 4th grade Math, is to increase our	Our goal for the 2022-23 CAASPP 4th grade Math, was to increase our students meeting or exceeding

Metric/Indicator	Expected Outcomes	Actual Outcomes
	students meeting or exceeding standard to 28%.	standard to 28%. We meet the goal at 41%.
5th Grade CAASPP Scale score	Our goal for the 2022-23 CAASPP 5th grade Math, is to increase our median scale score to 2528.	Our goal for the 2022-23 CAASPP 5th grade Math, was to increase our median scale score to 2528. We did not meet the goal. We are at 2444.
5th Grade CAASPP Math standard met/exceeded	Our goal for the 2022-23 CAASPP 5th grade Math, is to increase our students meeting or exceeding standard to 20%.	Our goal for the 2022-23 CAASPP 5th grade Math, is to increase our students meeting or exceeding standard to 20%. We meet our goal at 21%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Contract services with a math expert/consultant to work with teaches during PLCs to analyze student data, better understand the math standards and practices, and plan for first best instruction in order to increase student achievement in math.	Contract services with a math expert/consultant to work with teaches during PLCs to analyze student data, better understand the math standards and practices, and plan for first best instruction in order to increase student achievement in math.	Work and collaborate with a math expert/consultant to work with grade level teams 2x/month during PLC to increase student achievement in math. 5800: Professional/Consulting Services And Operating Expenditures Title I 16,000	Work and collaborate with a math expert/consultant to work with grade level teams 2x/month during PLC to increase student achievement in math. 5800: Professional/Consulting Services And Operating Expenditures Title I 14,200
Implement PLC's to analyze and plan mathematical instruction and assessments.	Implement PLC's to analyze and plan mathematical instruction and assessments.	* Provide high quality first best instruction to meet the needs of all students. * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. * Administrators conduct timely walk-throughs and provide formative feedback to teachers. None Specified None Specified 0	Provide high quality first best instruction to meet the needs of all students. Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. Administrators conduct timely walk-throughs and provide formative feedback to teachers. None Specified None Specified 0
Administer math assessments to monitor student achievement during the 2022-23 school	Administer math assessments to monitor student achievement during the 2022-23 school	* Adhere to established dates three times a year, district-wide, to	Adhere to established dates three times a year, district-wide, to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
year (CFA's, interim, final assessments, culminating tasks, iready diagnostics).	year (CFA's, interim, final assessments, culminating tasks, iready diagnostics).	administer the iReady Math Assessment. * Ensure Teachers review student data and plan interventions based on CAASPP, iReady and formative assessments. * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. None Specified None Specified 0	administer the iReady Math Assessment. Ensure Teachers review student data and plan interventions based on CAASPP, iReady and formative assessments. Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. None Specified None Specified 0
Utilize iReady, small group instruction, and personalized learning to provide a Response to Intervention System during the 2022-23 school year.	Utilize iReady, small group instruction, and personalized learning to provide a Response to Intervention System during the 2022-23 school year.	* Develop regular periods to examine student progress and achievement data. * Ensure the SST system is robust and provides a system of intervention based on student needs. * Provide substitutes for classroom teachers in order to support SST meetings. 1000-1999: Certificated Personnel Salaries None Specified 0	Develop regular periods to examine student progress and achievement data. Ensure the SST system is robust and provides a system of intervention based on student needs. Provide substitutes for classroom teachers in order to support SST meetings. 1000-1999: Certificated Personnel Salaries None Specified 0
Teachers will collaborate bi-monthly by grade level during PLC time.	Teachers will collaborate bi-monthly by grade level during PLC time.	Teachers will review results of I-Ready Math Diagnostics, Math Culminating Tasks and formative assessment data utilizing Impact Team protocols. 1000-1999: Certificated Personnel Salaries None Specified 0	Teachers will review results of I-Ready Math Diagnostics, Math Culminating Tasks and formative assessment data utilizing Impact Team protocols. 0001-0999: Unrestricted: Locally Defined None Specified 0

Analysis

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

The overall implementation of the actions resulted in positive growth for the grade levels in the area of Math. Math materials were purchased for our implementation of strategies utilized in Math. The grade levels were unable to participate in a release day for the 2019-20 school year due to school closure in March 2020. All certified staff and some classified staff participated in training provided through Franklin Covey around goal setting and monitoring goals for targeted math standards. Goals were revisited throughout the school year by grade level teams in their PLCs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and practices that were utilized resulted in growth our math scores as a school over on the iReady diagnostic from diagnostic #1 to diagnostic #2. Our teams collaborated with our math expert to increase their own knowledge of math practices in the classroom.

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

The major differences between the intended implementation and the budgeted expenditures are due to: Shortage of sub coverage during the school year to hold the final PLC time work with math expert

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.

We will continue with our focused implementation of the Math standards and continue with our program development into the 2023-2024 school year. There may be a need for additional resources/materials, however, we will continue to work with grade levels to support our Math standards implementation. We will also continue with our academic goal-setting through the Leader in Me membership. We will schedule Math vertical articulation days for each grade level for the 2023-24 school in collaboration with our math expert. During the days, we will identify essential standards and collaborate to identify standards and core instructional materials that will address our subgroups of homeless, English Learners, and Students with Disabilities who are underperforming their peers in order to develop the next steps for those students through their performance on iReady diagnostic for math, as well as the targeted standard identified for each grade level.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

By June 2023, each English learner will make one year's worth of growth in their language development as measured by their performance/proficiency band determined by ELPAC results. Specifically, we will increase the number of students performing at Level 4, from 11.03% to 20%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA percent met or exceeded standard (EL Group)	Our goal is to increase our percent of met or exceeded data to 16%.	We met our goal and had 16% of students who met or exceeded CAASP ELA proficiency.
iReady Reading Diagnostic (EL Group)	Our goal is for 10% of EL students to score proficient or higher by June 2023.	We met our goal and had an overall proficiency rate of 27% of our EL students scored proficient on the iReady Reading Diagnostic
Summative ELPAC, percent proficient/level 4	By June 2023, 15% of our EL students will be a level 4 or proficient on the summative ELPAC.	We did not met our goal and had 13% of our EL students at a level 4 or proficient on the summative ELPAC.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Identify English Learners at each grade level and ensure proper classroom placement for the 2022-23 school year.	We identified English Learners at each grade level and ensured proper classroom placement for the 2022-23 school year.	By July 31, 2022 ensure that English Learners are distributed into instructional clusters in all classes at each grade level. None Specified None Specified 0	By July 31, 2022 ensure that English Learners are distributed into instructional clusters in all classes at each grade level. None Specified None Specified 0
Provide preparation for the ELPAC assessment to be given between February and May of 2023.	We provided preparation for the ELPAC assessment that was given between February and May of 2023.	Classroom teachers will provide iELD and dELD daily. They will also use ELPAC test release questions to prepare English Learners for the ELPAC summative assessment. None Specified None Specified 0 Teachers will receive Professional Development on student expectations for EL students on the ELPAC test to help improve ELD instruction and daily	Classroom teachers will provide iELD and dELD daily. They will also use ELPAC test release questions to prepare English Learners for the ELPAC summative assessment. None Specified None Specified 0 Teachers will receive Professional Development on student expectations for EL students on the ELPAC test to help improve ELD instruction and daily

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		classroom instruction in all subject areas. 5800: Professional/Consulting Services And Operating Expenditures None Specified 0	classroom instruction in all subject areas. 5800: Professional/Consulting Services And Operating Expenditures None Specified 0
		The principal, Assistant Principal, and teacher of record will meet with all EL students in 1st-5th grades for an ELPAC goal-setting conference before they begin the ELPAC test. None Specified None Specified 0	The principal, Assistant Principal, and teacher of record will meet with all EL students in 1st-5th grades for an ELPAC goal-setting conference before they begin the ELPAC test. None Specified None Specified 0
Ensure that EL students are making adequate progress towards acquiring the English language.	We ensured that EL students are making adequate progress towards acquiring the English language through data analysis in IReady and CFA's	<ul style="list-style-type: none"> * Provide ELD companion books * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. 4000-4999: Books And Supplies Title III 3,200.00 	<ul style="list-style-type: none"> * Provide ELD companion books * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation. 4000-4999: Books And Supplies Title III 3,200
		Up to 2 days for teachers engage in EL program development, data analysis and targeted professional development that focus on dELD and iELD instruction and implementation. 1000-1999: Certificated Personnel Salaries Title III 7,300	Up to 2 days for teachers engage in EL program development, data analysis and targeted professional development that focus on dELD and iELD instruction and implementation. 1000-1999: Certificated Personnel Salaries Title III 3,800
		Classroom Supplies and materials for the supplemental EL Extended Day Learning including but not limited to: copy paper, chart paper, markers, pencils, lined paper, and	Classroom Supplies and materials for the supplemental EL Extended Day Learning including but not limited to: copy paper, chart paper, markers, pencils, lined paper, and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		lamination. 4000-4999: Books And Supplies Title III 7,000	lamination. 4000-4999: Books And Supplies Title III 2,160
Increase EL Parent/Guardian participation to increase the achievement of EL Learners	Increased EL Parent/Guardian participation to increase the achievement of EL Learners	Provide family workshops utilizing Latino Literacy Project materials to EL families centered around family literacy. Instructor pay and supplemental materials for the workshops will be purchased 4000-4999: Books And Supplies Title III 2,600 The Assistant Principal will hold regular ELAC Meetings. None Specified None Specified 0	Provide family workshops utilizing Latino Literacy Project materials to EL families centered around family literacy. Instructor pay and supplemental materials for the workshops will be purchased 4000-4999: Books And Supplies Title III 993 The Assistant Principal will hold regular ELAC Meetings. None Specified None Specified 0
English Language Learner Support	English Language Learner Support	To support EL engagement, ELA, and math instruction in classrooms. Staff will participate in the California Bilingual Educators yearly conference. 5800: Professional/Consulting Services And Operating Expenditures Title III 6,000	To support EL engagement, ELA, and math instruction in classrooms. Staff will participate in the California Bilingual Educators yearly conference. 5800: Professional/Consulting Services And Operating Expenditures Title III 5,769

Analysis

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

The primary focus of this goal is to provide teachers with time to plan for targeted instruction of dELD and iELD in order to meet each and every student's needs and ensure adequate language development and growth annually. This time will be utilized by teachers to analyze EL data, plan for first best instruction in all content areas including dELD and iELD, and discuss and plan ways to best meet the needs of individual EL students; LTEL, RFEP, and IFEP data will also be analyzed and discussed. Finally, time to discuss the ELPAC assessment and data will also be provided during these planning days

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We were not able to meet or goal of proficiency goal of 20% of our English Learners demonstrating that the strategies and activities were not effective for 2022-23. We were able to increase proficiency rates in iReady for our EL students from 10% to 27% of proficiency.

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

Due to substitute shortages, all of the proposed actions were incomplete.

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.

Our three primary expenditures will be targeted planning time, purchasing resources for students and families, and tutoring support to support English language development.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

By June 2023, Romoland Elementary School will maintain a low chronic absenteeism rate of less than 10% annually.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Annual Attendance Rate	Our goal is to keep our attendance rate at or above 95% annually.	We did not meet our goal to keep our attendance rate at or above 95% annually and had an actual rate of 91%.
Percent chronically absent	Our goal is to maintain a chronic absenteeism rate of 7% or less annually.	Our goal to maintain a chronic absenteeism rate of 7% or less annually was not met. We had a rate of 34%.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase attendance to improve student achievement.	Increase attendance to improve student achievement.	<p>Learning Enrichment on-campus Learning Events for all students K-5th. School Wide: BMX Red Ribbon Assembly Imagination Machine Bubble Machine 4th Grade: Western Experience 5th Grade: Colonial Day 5800: Professional/Consulting Services And Operating Expenditures Title I 7000</p> <p>SART and SST meetings</p> <ul style="list-style-type: none"> • Counseling groups • School messenger • County agency involvement <p>None Specified None Specified 0</p>	<p>Learning Enrichment on-campus Learning Events for all students K-5th. School Wide: BMX Red Ribbon Assembly Imagination Machine Bubble Machine 4th Grade: Western Experience 5th Grade: Colonial Day 5800: Professional/Consulting Services And Operating Expenditures Title I 5,395</p> <p>SART and SST meetings</p> <ul style="list-style-type: none"> • Counseling groups • School messenger • County agency involvement <p>None Specified None Specified 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Assistant Principal and Principal will analyze Attention to Attendance Reports and identify chronically absent and truant students. None Specified None Specified 0	Assistant Principal and Principal will analyze Attention to Attendance Reports and identify chronically absent and truant students. None Specified None Specified 0
		Students who are chronically absence or truant will be assigned a mentor in order to increase attendance. None Specified None Specified 0	Students who are chronically absence or truant will be assigned a mentor in order to increase attendance. None Specified None Specified 0
		TLIM Student Supplies for engagement (Binders). Students will be provided with material to focus on engagement and attendance support but not limited to: binders, sheet protectors, dividers, copy paper, journals ect. 4000-4999: Books And Supplies Title I 1,500	TLIM Student Supplies for engagement (Binders). Students will be provided with material to focus on engagement and attendance support but not limited to: binders, sheet protectors, dividers, copy paper, journals ect. 4000-4999: Books And Supplies Title I 1,500
		TLIM Leadership Day materials/supplies 4000-4999: Books And Supplies Title I 2,000	TLIM Leadership Day materials/supplies 4000-4999: Books And Supplies Title I 1,400
Saturday School will be offered twice during the school year to students with absences to make - up lost instructional time and recover loss of ADA.	Saturday School will be offered twice during the school year to students with absences to make - up lost instructional time and recover loss of ADA.	Students who have absences will be invited to attend Saturday school throughout the school year. None Specified None Specified 0	Students who have absences were invited to attend Saturday school throughout the school year. None Specified None Specified 0
		Saturday School Teachers will be paid their hourly wage to facilitate Saturday school. 2000-2999: Classified Personnel Salaries District Funded 2500	Saturday School Teachers will be paid their hourly wage to facilitate Saturday school. 2000-2999: Classified Personnel Salaries District Funded 2500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Site will have 10 Attendance Challenge Days per year scheduled on poorest attendance days from the 2021-22 school year attendance data.</p>	<p>We had 10 Attendance Challenge Days for the 2021-22 school year attendance data.</p>	<p>Site admin will publicize "Attendance Challenge Days" with families, students, and staff using Attendance Challenge Day banners and social media to encourage high attendance on days with a historically high percentage rate of absenteeism. None Specified None Specified 0</p> <p>Attendance Challenge Day banners will be hung to publicize Attendance Challenge Days. None Specified None Specified 0</p>	<p>Site admin will publicize "Attendance Challenge Days" with families, students, and staff using Attendance Challenge Day banners and social media to encourage high attendance on days with a historically high percentage rate of absenteeism. None Specified None Specified 0</p> <p>Attendance Challenge Day banners will be hung to publicize Attendance Challenge Days. None Specified None Specified 0</p>

Analysis

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

We were able to provide a variety of engagement activities for our students to engage them during the school year. These activities included on campus learning events, Saturday STEAM School days, and our The Leader in Me leadership day.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We had a variety of engagement strategies the did not result in lowering our chronic absenteeism rate during the 2022-23 school year.

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

There were no major differences.

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.

We will continue to provide engagement activities and incentives to promote SEL-B. After school closure there is still state wide chronic absenteeism rates. This will be addressed by informing our families about the importance of attendance and educating them on how attendance affect their educational wellbeing

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

By June 2023, Romoland Elementary School will maintain a low suspension rate, of less than 2% annually, by focusing on full implementation of T.L.I.M., P.B.I.S., restorative justice practices, utilization of M.T.S.S., and implementation of a comprehensive counseling program.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Historical Suspension Data	2022-223 Suspension Data will remain under 2% annually.	The 2022-223 Suspension Data remained under 2% annually.
CHKS School Engagement	Increase this category by at least 5% to an overall rate of 71%.	We were able to increase school engagement by 5% to an overall rate of 71%.
CHKS Safety	Decrease this category by at least 5% to an overall rate of 19%.	We were able to decrease school safety by 5% to an overall rate of 19%.
CHKS Facilities	Increase this category by at least 5% to an overall rate of 75%.	We were able to increase facilities by 5% to an overall rate of 75%.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ensure full implementation of PBIS in classrooms and school-wide.	We ensured full implementation of PBIS in all classrooms and school-wide.	Conduct PBIS professional development workshops throughout the 2022-23 school year. None Specified None Specified 0	Conducted PBIS professional development workshops throughout the 2022-23 school year. None Specified None Specified 0
		All staff members will receive a staff handbook with behavior intervention resources. None Specified None Specified 0	All staff members received a staff handbook with behavior intervention resources. None Specified None Specified 0
		Ensure all teachers have PBIS expectation signs posted and in use in their classrooms and teaching weekly social skill lessons. None Specified None Specified 0	Ensured all teachers had PBIS expectation signs posted and in use in their classrooms and teaching weekly social skill lessons. None Specified None Specified 0
Create a warm, friendly, school environment that is	We created a warm, friendly, school	Utilize results from CHKS and TLIM (MRA)	Utilized results from CHKS and TLIM (MRA)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>student centered and increasing positive relationships between students, students and staff, and between staff members.</p>	<p>environment that is student centered and increased positive relationships between students, students and staff, and between staff members.</p>	<p>to teach essential SEL skills to students.</p> <p>None Specified None Specified 0</p> <p>Engagement materials and supplies for goals around RES initiatives. These include but are not limited to Attendance, ELA, Math, or SEL growth. 4000-4999: Books And Supplies Title I 3,169</p> <p>Off campus learning experience for students in grade K-5th. Trips will tie into units of study for each grade level to expand and add learning experiences. Tk/K: Children's Discovery Museum 1st Grade: Living Desert 2nd Grade: Western Science Center 3rd Grade: Santa Rosa Plateau 4th Grade: Magic Science 5th Grade: DropZone 5000-5999: Services And Other Operating Expenditures Title I 12,000</p>	<p>to teach essential SEL skills to students. None Specified None Specified 0</p> <p>Engagement materials and supplies for goals around RES initiatives. These include but are not limited to Attendance, ELA, Math, or SEL growth. 4000-4999: Books And Supplies Title I 1,798</p> <p>Provided off campus learning experience for students in grade K-5th. Trips will tie into units of study for each grade level to expand and add learning experiences. Tk/K: Children's Discovery Museum 1st Grade: Living Desert 2nd Grade: Western Science Center 3rd Grade: Santa Rosa Plateau 4th Grade: Magic Science 5th Grade: DropZone 5000-5999: Services And Other Operating Expenditures Title I 6,967</p>
<p>Community Learning and engagement</p>	<p>Community Learning and engagement</p>	<p>Family and Community Engagement Teacher rate/planning. Staff will coordinate engagement events. Staff will be compensated at hourly rate and materials will be purchased. 1000-1999: Certificated Personnel Salaries Title I 4,000</p> <p>Parent/Guardian Engagement Coordinations Events to service families. These</p>	<p>Provided family and Community Engagement Teacher rate/planning. Staff coordinated engagement events. Staff was compensated at hourly rate and materials purchased. 1000-1999: Certificated Personnel Salaries Title I 2,456</p> <p>Parent/Guardian Engagement Coordinations Events to service families. These</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		include but are not limited to: TLIM night, STEAM night, Dr. Seuss Night, Math night, ect.) 4000-4999: Books And Supplies Title I 2,000	included but were not limited to: TLIM night, STEAM night, Dr. Seuss Night, Math night, ect.) 4000-4999: Books And Supplies Title I 768

Analysis

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

We have maintained a low suspension rate, of less than 2% annually, by focusing on the full implementation of T.L.I.M., P.B.I.S., restorative justice practices, utilization of M.T.S.S., and implementation of a comprehensive counseling program. We were able to provide enrichment activities to our students and off campus learning events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We have continued to maintain a suspension rate of less than 2% annually utilizing this comprehensive approach to behavior instruction. Here is a summary of the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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

There is no difference in spending in the overall goal.

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.

We will add additional metrics to better monitor student progress.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

For the 2023-24 school year, utilizing iReady Reading Diagnostic #3 data, 70% students will meet their annual typical growth in ELA.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

While we've grown over the past two years in ELA, our total percentage of students who are meeting or exceeding standards is 44%. Literacy for all students continues to be a focus, as a strong literacy foundation is the key to success in all other subjects as well as in life.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Growth Measures and scale score points (individual student scale score points).	iReady Diagnostic #1 Fall 2023 results at this time are as follows: 48% of students are one grade level below, 26% are two or more grade levels below, and 14%, are on or above grade level according to Diagnostic 1 administered Aug.-Sept. 2023.	For the 2023-24 school year, utilizing iReady Reading Diagnostic #3 data, 70% students will meet their annual typical growth in ELA.
CAASPP ELA Standard met/exceeded	Based on our 2022-23 CAASPP ELA data, we have 37% of students meeting or exceeding standard.	Our goal for 2023-24 CAASPP ELA data, is to have 40% of students meeting or exceeding standard.
CAASPP Scale score	Based on our 2022-23 CAASPP ELA data, our median scale score was 2433	Our goal for 2023-24 CAASPP ELA data, is to increase our median scale score to 2443
iReady Reading Lesson Passing Rate	Our current iReady Reading Lesson Passing Rate is 77%.	Our goal is to have our iReady Reading Lesson Passing Rate at 80% or higher.
3rd Grade CAASPP ELA Standard met/exceeded	Based on our 2022-23 CAASPP ELA data, 40% of 3rd graders met or exceeded grade level standards.	Our goal for 2023-24 CAASPP ELA data, is to have 43% of 3rd grade students meeting or exceeding standards.
3rd Grade CAASPP Scale score	Based on our 2022-23 CAASPP ELA data, our median scale score for 3rd graders was 2399.	Our goal for 2023-24 CAASPP ELA data, is to increase 3rd graders median scale score to 2409.
4th Grade CAASPP ELA Standard met/exceeded	Based on our 2022-23 CAASPP ELA data, 40% of 4th graders met or exceeded grade level standards.	Our goal for 2023-24 CAASPP ELA data, is to have 45% of 4th grade students meeting or exceeding standards.

Metric/Indicator	Baseline	Expected Outcome
4th Grade CAASPP Scale score	Based on our 2022-23 CAASPP ELA data, our median scale score for 4th graders was 2444.	Our goal for 2023-24 CAASPP ELA data, is to increase 4th graders median scale score to 2459.
5th Grade CAASPP ELA Standard met/exceeded	Based on our 2022-23 CAASPP ELA data, 30% of 5th graders met or exceeded grade level standards.	Our goal for 2023-24 CAASPP ELA data, is to have 35% of 5th grade students meeting or exceeding standards.
4th Grade CAASPP Scale score	Based on our 2022-23 CAASPP ELA data, our median scale score for 5th graders was 2455.	Our goal for 2023-24 CAASPP ELA data, is to increase 5th graders median scale score to 2465.
SWD CAASPP ELA Standard met/exceeded	Based on our 2022-23 CAASPP ELA data, 19% of SWD met or exceeded grade level standards.	Our goal for 2023-24 CAASPP ELA data, is to have 22% of SWD meeting or exceeding standards.

Planned Strategies/Activities

Strategy/Activity 1

Romoland Elementary School will implement the California Common Core Standards in English Language Arts, the District's Units of Study in English Language Arts, Wonders curriculum, the I-ready Intervention program, and provide high quality first best instruction to meet the needs of all students. Teachers will utilize their PLC time to analyze student work and data, create CFA's to guide instruction, and plan for measurable learning outcomes. As a school. we will also focus ELA instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Deep Implementation of CCSS via multiple resources.
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Professional Learning Resources/Materials per instructional coach

Amount	0
Source	LCFF
Budget Reference	None Specified
Description	PLCs (Elementary PE)
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Professional learning: Orton Gillingham
Amount	7,000
Source	LCFF
Budget Reference	None Specified
Description	Professional learning: Universal Design for Learning (UDL)
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	GoFormative
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Summer Learning Program

Strategy/Activity 2

Implement the California Common Core Standards in English Language Arts.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	<ul style="list-style-type: none">* Provide high quality first best instruction to meet the needs of all students.* Provide additional instructional materials, resources, and Professional Development (including to but not limited to teacher release time and/or time cards) to support implementation.* Administrators conduct timely walk-throughs and provide formative feedback to teachers.

Strategy/Activity 3

Utilize P.L.C. to discuss assessments in order to plan backwards for first best instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	<ul style="list-style-type: none">* Provide high quality first best instruction to meet the needs of all students.* Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation.* Administrators conduct timely walk-throughs and provide formative feedback to teachers.

Strategy/Activity 4

Identify struggling readers by administering I-Ready Reading Diagnostic three times a year in order to target reading intervention and acceleration based on individual student needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

General Education and Special Education Teachers

Proposed Expenditures for this Strategy/Activity

Amount	11,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Up to 2 days of UDL Planning time in grade level and/or school-wide vertical teams (virtual meetings or in person) to discuss and plan for our 5 SPSA goals:
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	iReady assessment and lessons
Amount	1,830
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Kinder ESGI Assessment (sub time and/or staff extra hours)

Strategy/Activity 5

Ensure full implementation of the Common Core State Standards with the district approved Units of Study in English Language Arts and district adopted English Language Development Program for all grade levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principals
Assistant Principals
Teachers
Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies

Description	Ensure adequate supplemental instructional supplies and materials to extend Units of Study lessons during centers-based learning, workshop time, or enrichment learning time to include but not limited to: Reprographic orders, Copy Paper, and Student Supplies-including but not limited to paper, constructions paper, glue, markers, mini whiteboards, etc.
Amount	5,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide books for small group reading support in grades K-5th. Books to support reader development in k-2nd and guided reading in 3rd-5th.
Amount	12,770
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Ensure adequate supplemental instructional supplies and materials to extend Units of Study lessons during centers-based learning, workshop time, or enrichment learning time to include but not limited to: Reprographic orders Copy Paper.
Amount	3,830
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic Magazine/Books and Supplies for all grades
Amount	1,000
Source	LCFF
Budget Reference	None Specified
Description	Professional Learning Resources/Materials per instructional coach
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	FEV Virtual Tutoring Service
Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Library Resources

Strategy/Activity 6

Professional Learning Opportunities and/or materials to ensure high quality instruction, equity, and access for all students

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,101
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	RCOE Workshops/Conferences: Equity chronic absenteeism SBAC ACSA Workshops/Conferences Other professional learning related to school priorities and initiatives: GoFormative Nearpod GoGuardian ELLevate Standards Plus/UnboundED Assessments Trauma Informed Practices Culture SEL CUE Professional learning books and other resources

Strategy/Activity 7

Provide PLC/training for classified staff for ELA/Math school wide initiatives

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principals
Assistant Principals
Classified Staff
Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Classified ELA/Math rate/planning. Staff will be compensated at hourly rate and materials will be purchased for training to implement best practices.
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Site Based Instructional Coach

Strategy/Activity 8

Certificated ELA/Math rate/planning for school wide initiatives

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principals
 Assistant Principals
 Teachers
 Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated ELA/Math rate/planning. Staff will be compensated at hourly rate and materials will be purchased for training to implement school wide initiative (TLIM/UDL/Math).
Amount	6,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub release time for teachers to complete one-on-one diagnostic testing.

Strategy/Activity 9

Teachers use supplemental technology, software, software licenses and equipment to support supplement curriculum; teachers have adequate materials and appropriate staff development to fully implement new technology and software.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Technology Liaison
Instructional Coaches
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Digital subscriptions to ensure that all students excel in ELA and Math.
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Accelerated Reader
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Myon

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

For the 2023-24 school year, utilizing iReady Reading Diagnostic #3 data, 72% students will meet their annual typical growth in ELA.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

While we've grown over the past two years in Math, our total percentage of students who are meeting or exceeding standards is 43% on iReady. Math proficiency for all students continues to be an area of focus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic Growth Measures and scale score points (individual student scale score points).	iReady Diagnostic #1 Fall 2023 results at this time are as follows: 52% of students are one grade level below, 30% are two or more grade levels below, and 13%, are on or above grade level according to Diagnostic 1 administered Aug.-Sept. 2023.	72% students will meet their annual typical growth in ELA, as measured in scale score points, from iReady Diagnostic #1 to Diagnostic #3.
CAASPP Scale score	Based on our 2022-23 CAASPP Math data, our median scale score was 2442.	Our goal for the 2023-24 CAASPP Math, is to increase our median scale score to 2457
CAASPP Math standard met/exceeded	Based on our 2022-23 CAASPP Math data, we have 34% of students meeting or exceeding standard.	Our goal for the 2023-24 CAASPP Math, is to increase our students meeting or exceeding standard to 39%.
iReady Reading Lesson Passing Rate	Lesson rate passing for the 2022-23 school year was 86%	The goal by June 2024 is to have a school wide lesson passage of 90%.
3rd Grade CAASPP Scale score	Based on our 2022-23 CAASPP Math data, our 3rd grade median scale score was 2417.	Our goal for the 2023-24 CAASPP 3rd grade Math, is to increase our median scale score to 2427.
3rd Grade CAASPP Math standard met/exceeded	Based on our 2022-23 CAASPP 3rd grade Math data, we have 39% of students meeting or exceeding standard.	Our goal for the 2023-24 CAASPP 3rd grade Math, is to increase our students meeting or exceeding standard to 45%.
4th Grade CAASPP Scale score	Based on our 2022-23 CAASPP Math data, our 4th grade median scale score was 2464.	Our goal for the 2023-24 CAASPP 4th grade Math, is to increase our median scale score to 2480.

Metric/Indicator	Baseline	Expected Outcome
4th Grade CAASPP Math standard met/exceeded	Based on our 2022-23 CAASPP 4th grade Math data, we have 41% of students meeting or exceeding standard.	Our goal for the 2023-24 CAASPP 4th grade Math, is to increase our students meeting or exceeding standard to 45%.
5th Grade CAASPP Scale score	Based on our 2022-23 CAASPP Math data, our 5th grade median scale score was 2444.	Our goal for the 2023-24 CAASPP 5th grade Math, is to increase our median scale score to 2454.
5th Grade CAASPP Math standard met/exceeded	Based on our 2022-23 CAASPP 5th grade Math data, we have 21% of students meeting or exceeding standard.	Our goal for the 2023-24 CAASPP 5th grade Math, is to increase our students meeting or exceeding standard to 28%.
SWD CAASPP Math standard met/exceeded	Based on our 2022-23 CAASPP SWD Math data, we have 21% of students meeting or exceeding standard.	Our goal for the 2023-24 CAASPP SWD Math, is to increase our students meeting or exceeding standard to 24%.

Planned Strategies/Activities

Strategy/Activity 1

Contract services with a math expert/consultant to work with teaches during PLCs to analyze student data, better understand the math standards and practices, and plan for first best instruction in order to increase student achievement in math.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Work and collaborate with a math expert/consultant to work with grade level teams 2x/month during PLC to increase student achievement in math.

Strategy/Activity 2

Implement PLC's to analyze and plan mathematic instruction and assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount 0

Source None Specified

Budget Reference None Specified

Description
* Provide high quality first best instruction to meet the needs of all students.
* Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation.
* Administrators conduct timely walk-throughs and provide formative feedback to teachers.

Amount 899

Source Title I

Budget Reference None Specified

Description Materials and supplies for math implementation

Strategy/Activity 3

Administer math assessments to monitor student achievement during the 2022-23 school year (CFA's, interim, final assessments, culminating tasks, iready diagnostics).

Students to be Served by this Strategy/Activity

All

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount 0

Source	None Specified
Budget Reference	None Specified
Description	<ul style="list-style-type: none"> * Adhere to established dates three times a year, district-wide, to administer the iReady Math Assessment. * Ensure Teachers review student data and plan interventions based on CAASPP, iReady and formative assessments. * Provide additional instructional materials, resources, and Professional Development (including but not limited to, teacher release time and/or time cards) to support implementation.

Strategy/Activity 4

Utilize iReady, small group instruction, and personalized learning to provide a Response to Intervention System during the 2023-24 school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
SST Coordinator
SST Members
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<ul style="list-style-type: none"> * Develop regular periods to examine student progress and achievement data. * Ensure the SST system is robust and provides a system of intervention based on student needs. * Provide substitutes for classroom teachers in order to support SST meetings.
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Elementary NGSS Materials Annual Refresh
Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Professional Learning Resources/Materials per instructional coach
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	iReady assessment and lessons
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	GoFormative

Strategy/Activity 5

Teachers will collaborate bi-monthly by grade level during PLC time.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
 Assistant Principal
 Instructional Coaches
 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will review results of I-Ready Math Diagnostics, Math Culminating Tasks and formative assessment data utilizing Impact Team protocols.
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	PLCs (Elementary PE)
Amount	14,000

Source	LCFF
Budget Reference	None Specified
Description	Professional learning: Universal Design for Learning

Strategy/Activity 6

Romoland Elementary School will implement the California Common Core Standards in Mathematics, the District's Units of Study in math, Go Math Curriculum, the I-ready Intervention program, and provide high quality first best instruction to meet the needs of all students. Teachers will utilize their PLC time to analyze student work and data, create CFA's to guide instruction, and plan for measurable learning outcomes. As a school. we will also focus math instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Instructional Coaches
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,525
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Textbook Annual Purchases (replacement and growth)
Amount	3,830
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic Magazine/Books and Supplies
Amount	10,520
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Math Textbooks & Textbook Consumables
Amount	10,715
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description	Elementary NGSS Materials Annual Refresh
Amount	1,830
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Kinder ESGI Assessment (sub time and/or staff extra hours)
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Summer Learning Program
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	FEV Virtual Tutoring Service

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By June 2024, all English learners will increase one ELPI level on the Summative ELPAC and meet their annual typical growth on iReady Reading Diagnostic #3 data.

LCAP Goal

Provide a rigorous and enriched academic foundation to meet the demands of college and career readiness.

Basis for this Goal

To ensure each EL student is making adequate yearly growth in their English language development.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA percent met or exceeded standard (EL Group)	Our percent of EL students meeting or exceeding standard, as found in our CAASPP ELA data, is 8%.	Our goal is to increase our percent of met or exceeded data to 12%.
iReady Reading Diagnostic (EL Group)	27% of our EL students scored proficient or higher June 2023.	Our goal is for 30% of EL students to score proficient or higher by June 2024.
Summative ELPAC, percent proficient/level 4	Based on the Summative ELPAC results from spring 2022, 11% of our EL students are a level 4 or proficient.	By June 2024, 15% of our EL students will be a level 4 or proficient on the summative ELPAC.
SWD CAASPP ELA standard met/exceeded	Based on our 2022-23 CAASPP EL reading data, we have 19% of students meeting or exceeding standard.	Our goal for the 2023-24 CAASPP EL reading, is to increase our students meeting or exceeding standard to 23%.

Planned Strategies/Activities

Strategy/Activity 1

Identify English Learners at each grade level and ensure proper classroom placement for the 2023-24 school year.

Students to be Served by this Strategy/Activity

EL students

Timeline

2023-24

Person(s) Responsible

Principal
Attendance Secretary
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	By July 31, 2023 ensure that English Learners are distributed into instructional clusters in all classes at each grade level.

Strategy/Activity 2

Provide preparation for the ELPAC assessment to be given between February and May of 2024.

Students to be Served by this Strategy/Activity

EL students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
EL Coordinators
Teachers
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Classroom teachers will provide iELD and dELD daily. They will also use ELPAC test release questions to prepare English Learners for the ELPAC summative assessment.

Amount	0
Source	None Specified
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Teachers will receive Professional Development on student expectations for EL students on the ELPAC test to help improve ELD instruction and daily classroom instruction in all subject areas.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The principal, Assistant Principal, and teacher of record will meet with all EL students in 1st-5th grades for an ELPAC goal-setting conference before they begin the ELPAC test.
Amount	2,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	ELPAC Staff Training

Strategy/Activity 3

Ensure that EL students are making adequate progress towards acquiring the English language.

Students to be Served by this Strategy/Activity

EL students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
ELD Coordinator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,558
Source	Title III
Budget Reference	4000-4999: Books And Supplies
Description	Classroom Supplies and materials for the supplemental EL Extended Day Learning including but not limited to: copy paper, chart paper, markers, pencils, lined paper, and lamination.
Amount	8998
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL extended day learning opportunity teacher pay to provide instruction before/after school instruction
Amount	0

Source	LCFF
Budget Reference	None Specified
Description	PLCs (Elementary PE)
Amount	0
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional learning: Universal Design for Learning (UDL)
Amount	3,365
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELPAC Assessment (sub time and/or staff extra hours)
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	FEV Virtual Tutoring Service
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	ELlevation for EL & RFEP progress monitoring

Strategy/Activity 4

Increase EL Parent/Guardian participation to increase the achievement of EL Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
EL Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	None Specified
Budget Reference	None Specified
Description	The Assistant Principal will hold regular ELAC Meetings.

Strategy/Activity 5

English Language Learner Support

Students to be Served by this Strategy/Activity

EL

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
EL Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	To support EL engagement, ELA, and math instruction in classrooms. Staff will participate in the California Bilingual Educators yearly conference.
Amount	3,830
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic Magazine/Books and Supplies (elementary)
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Site Based Instructional Coach
Amount	0
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aide(s)

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Attendance

Goal Statement

By June 2024, RES will have an overall attendance rate of 95% or higher.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

Our school-wide annual attendance rate average for 2022-23 was 91%. Our goal is to maintain an average school-wide attendance rate of at least 95%. In addition, our focus for 2023-24 is on decreasing our chronic absenteeism by 5%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Attendance Rate	May 2023 attendance rate was 91.1%.	Our goal is to keep our attendance rate at or above 95% annually.
Percent chronically absent	In 2022-23, we had a chronic absenteeism rate above 10%.	Our goal is to decrease our chronic absenteeism from 36% to 31% for the 2023-24 school year

Planned Strategies/Activities

Strategy/Activity 1

Increase attendance to improve student achievement.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Attendance Clerk
Counselor
SST Team

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Learning Enrichment on-campus Learning Events for all students K-5th.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	SART and SST meetings <ul style="list-style-type: none"> • Counseling groups • School messenger • County agency involvement
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Assistant Principal and Principal will analyze Attention to Attendance Reports and identify chronically absent and truant students.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Students who are chronically absence or truant will be assigned a mentor in order to increase attendance.
Amount	3,172
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	TLIM Student Supplies for engagement (Binders). Students will be provided with material to focus on engagement and attendance support but not limited to: binders, sheet protectors, dividers, copy paper, journals ect.
Amount	14,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	IEP sub coverage

Amount	13,100
Source	LCFF
Budget Reference	None Specified
Description	Stipends for Activities/Clubs/Sports
Amount	1,260
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	GATE ID and Enrichment Supplies
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Annual Technology Allocation (Chromebooks)

Strategy/Activity 2

Saturday School will be offered twice during the school year to students with absences to make -up lost instructional time and recover loss of ADA.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Students who have absences will be invited to attend Saturday school throughout the school year.
Amount	0
Source	None Specified
Budget Reference	None Specified

Description	Extended Learning Opportunity for Students: Allocate money for materials/resources for STEAM Saturday school.
Amount	10,520
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Saturday School Teachers will be paid their hourly wage to facilitate Saturday school.

Strategy/Activity 3

Student and community engagement for school connectivity

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Assistant Principal
Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Site admin will publicize "Attendance Challenge Days" with families, students, and staff using Attendance Challenge Day banners and social media to encourage high attendance on days with a historically high percentage rate of absenteeism.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Attendance Challenge Day banners will be hung to publicize Attendance Challenge Days.

Amount	0
Source	LCFF
Budget Reference	None Specified
Description	PIQE program

Amount	505
Source	LCFF

Budget Reference	None Specified
Description	Parent Outreach and Engagement Activities
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Community learning events at schools
Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Elementary Physical Education Supplies
Amount	8,808
Source	LCFF
Budget Reference	None Specified
Description	Field Trip Allocation
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Parent/Community Engagement Office Clerk
Amount	505
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Goal Setting Incentives & Celebrations
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Translation Services funding

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe and Engaging Learning Environments

Goal Statement

By June 2024, 90% of RES students will be Exceeding or Meeting in the area of "Behavior: Follow school and classroom rules" based on semester 2 report card data.

LCAP Goal

Provide safe and engaging learning environments that support the culturally diverse social, emotional, and physical development for all students.

Basis for this Goal

In order to increase overall student engagement in school and the learning process.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Historical Suspension Data	2022-23 Suspension Data is less than 2%.	2023-24 Suspension Data will remain under 2% annually.
CHKS School Engagement	Students report "Meaningful Participation " at 43%	Increase this category by at least 10% to an overall rate of 53%.
CHKS Safety	Student report "Mean Rumors about you" category is at 30%	Decrease this category by at least 5% to an overall rate of 25%.
CHKS School Disciplinary Environment	Students report "Students well behaved" is at 51%.	Increase this category by at least 10% to an overall rate of 61%.

Planned Strategies/Activities

Strategy/Activity 1

Ensure full implementation of The Leader in Me (TLIM) and PBIS in classrooms and school-wide.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal

Assistant Principal
Counselor
All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Conduct PBIS professional development workshops throughout the 2022-23 school year.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	All staff members will receive a staff handbook with behavior intervention resources.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Ensure all teachers have PBIS expectation signs posted and in use in their classrooms and teaching weekly social skill lessons.
Amount	15,000
Source	LCFF
Budget Reference	None Specified
Description	RES Strategic Action Plan: TLIM
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Elementary School Counselor
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	California Healthy Kids Survey
Amount	0
Source	LCFF

Budget Reference	None Specified
Description	OLWEUS Anti-bullying Program

Strategy/Activity 2

Create a warm, friendly, school environment that is student centered and increasing positive relationships between students, students and staff, and between staff members.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Counselor
Classroom Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Utilize results from CHKS and TLIM (MRA) to teach essential SEL skills to students.
Amount	2,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Engagement celebration material and supplies for goals around RES initiatives. These include but are not limited to Attendance, ELA, Math, or SEL growth.
Amount	6,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Off campus and on campus learning experience for students in grade K-5th. Trips will tie into units of study for each grade level to expand and add learning experiences.
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Elementary School-based Mental Health Therapist Services

Amount	0
Source	LCFF
Budget Reference	None Specified
Description	CareSolace
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	BCBA Support
Amount	400
Source	LCFF
Budget Reference	None Specified
Description	Preschool and TK/K vertical alignment collaboration (sub pay &/or extra hours)

Strategy/Activity 3

Community Learning and student engagement

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Counselor
Classroom Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,715
Source	LCFF
Budget Reference	None Specified
Description	Elementary NGSS Materials Annual Refresh
Amount	0
Source	LCFF
Budget Reference	None Specified

Description	GoGuardian
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Nearpod
Amount	505
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Academic Goal Setting Incentives & Celebrations
Amount	2,020
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Goal Setting Notebooks/ Planners for all Students
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Accelerated Reader
Amount	505
Source	LCFF
Budget Reference	None Specified
Description	SEL-B Goal Setting Incentives & Celebrations
Amount	400
Source	LCFF
Budget Reference	None Specified
Description	Gr. 5 and 6 vertical alignment collaboration (sub pay &/or extra hours)
Amount	1,500
Source	LCFF
Budget Reference	None Specified
Description	5th grade field trip to middle school for 6th grade tour welcome

Strategy/Activity 4

Provide a physically safe environment

Students to be Served by this Strategy/Activity

All Student

Timeline

2023-24

Person(s) Responsible

Principal
Assistant Principal
Counselor
Classroom Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Emergency Preparedness Supplies Annual Replenishment
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Raptor Visitor & Emergency Management System
Amount	14,062
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Site funds for individual student supplies (for COVID safety; limit sharing)
Amount	0
Source	LCFF
Budget Reference	None Specified
Description	Site funds for individual student supplies (for COVID safety; limit sharing)

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	110,441.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	274,078.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	83,442.00	0.00
Title III	21,556.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	169,080.00
None Specified	0.00
Title I	83,442.00
Title III	21,556.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	53,023.00
2000-2999: Classified Personnel Salaries	12,520.00
4000-4999: Books And Supplies	108,602.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	20,101.00
None Specified	73,832.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	21,025.00
2000-2999: Classified Personnel Salaries	LCFF	12,520.00
4000-4999: Books And Supplies	LCFF	62,602.00
None Specified	LCFF	72,933.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	23,000.00
4000-4999: Books And Supplies	Title I	36,442.00
5000-5999: Services And Other Operating Expenditures	Title I	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,101.00
None Specified	Title I	899.00
1000-1999: Certificated Personnel Salaries	Title III	8,998.00
4000-4999: Books And Supplies	Title III	9,558.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,000.00

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
- 0 Secondary Students

Name of Members	Role
Macias, Gabriela	Parent or Community Member
Steen, Stephannie	Classroom Teacher
Cannon, Deborah	Classroom Teacher
Moreles, Maria	Parent or Community Member
Munoz, Estela	Principal
Nunez, Lonny	Other School Staff
Navarro, Rocio	Parent or Community Member
Juarez, Guadalupe	Parent or Community Member
Kaytlyn Mejia	Classroom Teacher
Vacant	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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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 September 28, 2023.

Attested:

	Principal, Estela Munoz on 10/2/2023
	SSC Chairperson, Katlin Mejia on 10/2/2023

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



ROMOLAND ELEMENTARY SCHOOL

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Estela Munoz, Principal

Debra Christ, Assistant Principal

School-Parent/Guardian Compact

The school distributes to parents/guardians and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents/guardians and family members of Title I, Part A students:

- The school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents/guardians and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents/guardians and family members, and teachers through, at a minimum, annual parent/guardian-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents/guardians and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent/guardian-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents/guardians and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents/guardians and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- State academic content standards drive the instruction for all grade levels and local and state assessments are administered to measure student growth towards state standard mastery.
- All parents/guardians receive a copy of the parent/guardian/student digital handbook on the first day of school that describes the parent/guardian's responsibility for supporting their child's learning.
- Parents and guardians are encouraged to attend an annual conference with their child's teacher. During the conference the School Compact is reviewed with the parent/Additional conferences can be scheduled throughout the year at the request of the teacher or parent/guardian.
- Student progress is sent out formally four times a year (two progress reports per year and two report cards).
- All staff have a district email that is linked to the school website. Some staff also use communication applications such as Parent Square or Class Dojo for parent/guardian messaging.
- The parent/guardian volunteer protocol is outlined in the parent/guardian/student handbook that is offered digitally on the first day of school. All parents/guardians are welcome to volunteer, they must have a current negative TB test on file, sign the volunteer contract, and complete a volunteer application that must be approved by the school site.
- A parent/guardian may observe their child's classroom as long as they provide at least 24 hours notice to the child's teacher.

The school engages Title I, Part A parents/guardians and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents/guardians and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents/guardians and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- A Back to School Night is held every year during the first two months of the school year. During Back to School Night, each classroom teacher provides a classroom presentation to parents detailing the academic content standards for the grade level, grade level assessments, and how to monitor their child's progress in the parent portal in order to assist in improving their child's mastery of grade level standards.

The school provides Title I, Part A parents/guardians and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Parent/guardian informational meetings (Tiger Talk) are held a minimum of 6 times a year. During these meetings, parents are provided with information and tips for assisting in their child's academic and social achievement at school. Parents/guardians are also informed about academic programs the school offers.

With the assistance of Title I, Part A parents/guardians and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- All parents/guardians are provided with a child/class survey or inventory by their child's teacher at the beginning of the year to provide input on their child's specific needs and/or goals for their child's learning.
- Parents and guardians are encouraged to attend an annual conference with their child's teacher in Fall. During the Fall conference the School Compact is reviewed with the parent/Additional conferences can be scheduled throughout the year at the request of the teacher or parent/guardian.
- If a student needs social or academic intervention a SST meeting may be held and a parent/guardian will be invited to attend the meeting to provide input on their child's strengths and areas of concern.
- An Individualized Education Plan (IEP) meeting is held at least annually for all special education students and parents are invited to attend to provide input on their child's current progress and needs.

The school coordinates and integrates the Title I, Part A parental/guardian involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- A parent/guardian resource center is located in the library.
- Parent/guardian registration days are held before school commences each year to assist parents with the registration process.

The school distributes information related to school and parent/guardian programs, meetings, and other activities to Title I, Part A parents/guardians and family members in a format and language that the parents/guardians and family members can understand (ESSA Section 1116[e][5]) in which ways?

- All letters, flyers, and documents for parents/guardians are translated into Spanish.
- All recorded school messages are sent out in English and Spanish.
- All parent/guardian meetings, workshops, and classes are translated via a translator.

The school provides support for parent/guardian and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Curriculum nights (Reading and Math) are held each year and families are encouraged to attend to participate in academic activities together.
- Parents/guardians are encouraged to attend school events throughout the year to include: monthly Tiger Assemblies, College Kick Off Day, winter festival, and fall festival.
- Our school has an ASB/Jr. Lighthouse to promote student leadership. Our ASB/Jr. Lighthouse hosts annual family events to include: Fall Festival and student dances.

The school provides opportunities for the participation of all Title I, Part A parents/guardians and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents/guardians and family members can understand (ESSA Section 1116[f]) in which ways?

- All information provided to parents/guardians and families including school reports are provided in the family's home language.

This Compact was adopted by the Romoland Elementary on May 11, 2023 and will be in effect for the period of 2023-24 school year.

Estela Munoz
Principal



ROMOLAND ELEMENTARY SCHOOL

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Estela Munoz, Principal

Nancy Delgadillo, Assistant Principal

Política de Participación de Padres/Tutores y Familia

La escuela distribuye a los padres/tutores y miembros de familia de Título I, estudiantes Parte A, un acuerdo entre la escuela y los padres (Pacto). Este acuerdo, que se ha desarrollado conjuntamente con los padres, describe cómo los padres/tutores, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Este acuerdo describe formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado. Este acuerdo aborda los siguientes artículos requeridos por la ley, así como otros artículos sugeridos por los padres/tutores y miembros de la familia del Título I, estudiantes Parte A:

- La responsabilidad de la escuela de proporcionar un currículo e instrucción de alta calidad. (ESSA Section 1116[d][1]).
- Las formas en que los padres/tutores y miembros de la familia serán responsables de apoyar el aprendizaje de sus hijos (ESSA Section 1116[d][1]).
- La importancia de la comunicación continua entre los padres/tutores y miembros de la familia, y los maestros a través de, como mínimo, conferencias anuales de padres/tutores y maestros; informes frecuentes sobre el progreso del estudiante; acceso al personal; oportunidades para que los padres/tutores y miembros de la familia se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar actividades de la clase (ESSA Section 1116[d][2]).
- Conferencias de padres/tutores y maestros en escuelas primarias, al menos anual, durante las cuales se discutirá el Pacto en relación con el logro individual del niño (ESSA Section 1116 [d][2][A]).
- Informes frecuentes a los padres/tutores y miembros de la familia sobre el progreso de sus hijos (ESSA Section 1116[d][2][B]).
- Acceso razonable al personal, oportunidades para que los padres/tutores y miembros de la familia se ofrezcan como voluntarios y participen en la clase de sus hijos, y observación de las actividades en el salón (ESSA Section 1116[d][2][C]).

¿Cómo aborda la escuela esto?

- Los estándares estatales de contenido académico impulsan la instrucción para todos los niveles de grado y se administran evaluaciones locales y estatales para medir el crecimiento de los estudiantes hacia el dominio del estándar estatal.
- Todos los padres/tutores reciben una copia del manual del padre/tutor/alumno el primer día de clases que describe la responsabilidad del padre/tutor de apoyar el aprendizaje de sus hijos.
- Se anima a los padres y tutores a asistir a una conferencia anual con el maestro de su hijo en Otoño. Durante la conferencia de Otoño, el Pacto de la escuela se revisa con el padre/se pueden programar conferencias adicionales durante todo el año a solicitud del maestro o padre/tutor.
- El progreso de los estudiantes se envía formalmente cuatro veces al año.
- Todo el personal tiene correo electrónico del distrito que está vinculado al sitio web de la escuela. Algunos miembros del personal también usan aplicaciones de comunicación como Parent Square o Class Dojo para mensajes de padres/tutores.
- El protocolo para padres/tutores voluntarios se describe en el manual para padres/tutores/estudiantes que se envía a casa el primer día de clases. Todos los padres/tutores son bienvenidos como voluntarios, deben tener una prueba de TB negativa actual en el archivo, firmar el contrato de voluntario y completar una solicitud de voluntario que debe ser aprobada por el sitio escolar.
- Un padre/tutor puede observar el salón de clases de su hijo siempre y cuando avise al maestro de su hijo con por lo menos 24 horas de anticipación.

La escuela involucra a los padres/tutores de la Parte A del Título I y a los miembros de la familia para mejorar el logro de sus hijos en interacciones significativas con la escuela. Este acuerdo apoya una asociación entre el personal, los padres/tutores, los miembros de la familia y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas:

La escuela proporciona ayuda a los padres/tutores de la Parte A del Título I y a los miembros de la familia para comprender los estándares, las evaluaciones del contenido académico del estado y cómo monitorear y mejorar el rendimiento de sus hijos (ESSA Section 1116[e][1]) ¿de qué manera?

- La Noche de Regreso a la Escuela se lleva a cabo cada año durante los dos primeros meses del año escolar. Durante la Noche de Regreso a la Escuela, cada maestro en su salón ofrece una presentación a los padres que detalla los estándares de contenido académico para el nivel de grado, evaluaciones de nivel de grado y el cómo monitorear el progreso de sus hijos en el portal de padres para ayudar a mejorar el dominio de los estándares de nivel de grado de sus hijos.

La escuela proporciona materiales y capacitación a los padres/tutores y miembros de la familia del Título I, Parte A, para ayudarlos a mejorar el rendimiento de sus hijos (ESSA Section 1116[e][2]) ¿de qué maneras?

- Las reuniones informativas para padres/tutores (Tiger Talk) se llevan a cabo seis veces al año. Durante estas reuniones, los padres reciben información y consejos para que más ayuden en el logro académico y social de sus hijos en la escuela. Los padres/tutores también están informados sobre los programas académicos que ofrece la escuela.

Con la asistencia de los padres/tutores y miembros de familia de Título I la Parte A, la escuela educa a los miembros del personal sobre el valor de las contribuciones de padres y miembros de la familia, el cómo trabajar con los padres y los miembros de la familia como socios iguales (ESSA Section 1116[e][3]) ¿de qué manera?

- Todos los padres/tutores al comienzo del año reciben una encuesta o inventario del niño/clase de parte del maestro de su hijo para proporcionar información sobre las necesidades específicas de su hijo y/o metas de aprendizaje de su hijo.
- Se anima a los padres y tutores a asistir a una conferencia anual con el maestro de su hijo en Otoño. Durante la conferencia de Otoño, el Pacto de la escuela se revisa con el padre/se pueden programar conferencias adicionales durante todo el año a solicitud del maestro o padre/tutor.
- Si un estudiante necesita intervención social o académica, se puede llevar a cabo una reunión SST, se invitará al padre/tutor a la reunión para proporcionar su información sobre las fortalezas y las áreas de preocupación de su hijo.
- Se lleva a cabo una reunión del Plan de Educación Individualizada al menos una vez al año para todos los estudiantes de educación especial y sus padres están invitados a asistir para brindar información sobre el progreso actual y necesidades de sus hijos.

La escuela coordina e integra el programa de participación de padres/tutores del Título I de la Parte A con otros programas y conduce otras actividades, así como centros de recursos, para alentar y apoyar a los padres y miembros de la familia a participar más plenamente en la educación de sus hijos (ESSA Section 1116[e][4]) ¿de qué maneras?

- Un centro de recursos para padres/tutores se encuentra en la biblioteca junto con los chromebooks para padres que necesitan acceso a Internet.
- Cada año los días de registro de padres/tutores se llevan a cabo antes de que comience la escuela para ayudar a los padres con el proceso de registro.

La escuela distribuye información relacionada con la escuela y los programas de padres/tutores, reuniones y otras actividades a los padres/tutores del Título I de la Parte A, y a los miembros de la familia en un formato e idioma que los padres/tutores y los miembros de la familia puedan entender. (ESSA Section 1116[e][5]) ¿de qué maneras?

- Todas las cartas, folletos y documentos para padres / tutores se traducen al español.
- Todos los mensajes escolares grabados se envían en inglés y español.
- Todas las reuniones de padres/tutores, talleres y clases se traducen a través de un traductor.

La escuela proporciona apoyo a padres/tutores y miembros de la familia a la participación en actividades solicitadas por los padres/tutores y miembros de la familia del Título I parte A. (ESSA Section 1116[e][14])¿de qué maneras?

- Dos noches de currículo (lectura y matemáticas) se llevan a cabo cada año y se anima a las familias a asistir para participar juntas en actividades académicas.
- Se anima a los padres/tutores a asistir a los eventos escolares durante todo el año para incluir: mensuales saludos a la bandera, Día de inicio de la universidad.
- Nuestra escuela tiene un ASB para promover el liderazgo estudiantil. Nuestro ASB organiza eventos familiares anuales

La escuela ofrece oportunidades para la participación de todos los padres/tutores y familiares de Título I, Parte A, incluidos aquellos con dominio limitado del inglés, discapacidades y estudiantes migratorios; y que la información y los informes escolares se proporcionan en un formato y en un idioma que los padres/tutores y los miembros de la familia puedan entender (ESSA Section 1116[f])¿de qué maneras?

- Toda la información proporcionada a los padres / tutores y las familias, incluidos los informes escolares, se proporciona en el idioma del hogar de la familia.

Este acuerdo fue adoptado por la escuela Primaria Romoland Elementary el jueves 6 de Octubre y estará vigente durante el período escolar 2022-23

Estela Munoz
Principal

Romoland Elementary School
Title I Parent/Guardian & Family Engagement Policy



GENERAL EXPECTATIONS:

Romoland Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents/guardians, and distribute to parents of participating children, a School Parental Involvement Policy that the school and parents/guardians of participating children agree upon.
- The school will notify parents/guardians about the School Parent/Guardian Involvement Policy in an understandable and uniform format and, to the extent practicable, distribute this policy to parents in a language that parents can understand.
- The school will make the School Parent/Guardian Involvement Policy available to the local community.
- The school will periodically update the School Parent/Guardian Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's Learning Partnership Agreement as a component of its School Parent/Guardian Involvement Policy.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS:

Romoland Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

1. Romoland Elementary School will take the following actions to distribute to parents of participating children and the local community, the Parental Involvement Policy:
 - The parents of Title I students will be given a copy of the Parent/Guardian Involvement Policy in the Parent Handbook.
 - Copies of the Parent/Guardian Involvement Policy will be available in the front office.
 - The Parent/Guardian Involvement Policy will be posted on the school's website.
 - Email parents/guardians via Peachjar.

2. Romoland Elementary School will periodically update its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The Parental Involvement Policy will be reviewed annually at the Title I parent meeting to ensure that joint development occurs.
 - The Parental Involvement Policy will be reviewed annually by the English Language Advisory Committee (ELAC) for input recommendations.

- A needs assessment survey will be sent to the parents of all students at the close of the school year.
 - The School Site Council will review and revise the Parental Involvement Policy annually.
3. Romoland Elementary School will convene an annual meeting to inform parents of the following:
 - That their child's school participates in a Title I School-wide Program.
 - Requirements of a Title I School-wide program.
 - Their rights to be involved in the Title I program and how they may exercise those rights.
 - Tips and information that will assist them in working with their children at home.
 4. Romoland Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding as long as these services relate to parental involvement.
 - Parents will be surveyed on convenient meeting times based on LCAP survey, MRA survey, and various parent/guardian meetings and workshops.
 - The meetings will be offered at different times and days.
 - Child care may be provided for the meetings when meetings occur after regular school hours.
 - All information will be in English and Spanish.
 5. Romoland Elementary School will provide information about Title I programs to parents of participating children in a timely manner:
 - Parents will be given information about the Title I program at the annual Title I Parent meeting during BTSN in each classroom.
 6. Romoland Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - Parents will be given information on the Title I program at the annual Title I Parent meeting.
 - A Title I informational sheet will be given in the Fall (First Day Packet).
 - This information will also be available via the school website.
 7. Romoland Elementary School will provide parents of participating children, 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:
 - The principal and all classroom teachers can be contacted through district email.
 - The principal and all classroom teachers have voicemail on the automated voicemail system.
 - Collaboration will occur among teachers, instructional assistants, and the principal for planning and conducting regular parent workshops.
 - Parent/Guardian-Teacher Conferences will be offered and held annually.
 8. Romoland Elementary School will submit to the district any parent/guardian comments of the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
 - Appointments can be made to meet with the school's principal to discuss parental concerns and work on solving issues.
 - Parents/Guardians will be referred to the district office if concerns are not resolved at the site level.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT:

Romoland Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents/guardian and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:

1. The school will incorporate the learning partnership agreement as a component of its School Parental Involvement Policy. The agreement will be:
 - reviewed periodically by parents/guardians, ELAC, and the School Site Council,
 - discussed with all students during the first week of school,
 - sent home to all students in the first day packets,
 - posted on the school website, and
 - will be in the Title I informational packets.

2. The school will, with the assistance of the district, provide assistance to parents/guardians of children served by the school in understanding topics such as the following:
 - the State's academic content standards,
 - the State and local academic assessments, including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress, and
 - how to work with educators
 - by undertaking the actions described here:
 - sending staff and parent representatives to attend the Annual California Title I Conference (pending funding),
 - offering various Parent Workshops, and
 - Parent Educational Opportunities (ie; workshops, trainings, conferences, etc)

3. The school will, with the assistance of its district, provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Computer, internet, and email training
 - Parent Workshops on a variety of subjects such as:
 - a. literacy,
 - b. math,
 - c. homework,
 - d. testing tips,
 - e. health/exercise,
 - f. arts/crafts
 - g. Social emotional learning
 - h. other

4. The school will, with the assistance of its district and parents/guardians, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by offering:
 - Staff Development
 - Back-to-School Night
 - Pastries/Coffee with the Principal monthly parent meetings
 - Parent-Teacher Conferences

- School Site Council meetings
- English Language Advisory Council meetings
- Opportunities for Parents to Become ASB Parent Volunteers
- Response to Intervention meetings
- Individualized Education Plan meetings
- 504 meetings

5. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with area Head Start, area County Preschools, District Preschools, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Providing pamphlets of available resources in the front office "Parent Resource Center"
- Maintaining an informational bulletin board for parents in the front office
- This information will also be available via the school website.

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- School newsletter, annual calendar, and monthly calendars
- Parent workshops
- Auto-dialer/phone blasts
- Flyers sent home with students via Peachjar primarily
- School website
- School social media sites (Facebook, Twitter)
- Other communication platforms (Seesaw, Google Classroom, Aeries, Remind, Class Dojo, etc)

ACCESSIBILITY:

Romoland Elementary School will build the school's and parents' capacity for strong parental involvement and provide involvement opportunities for all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by providing:

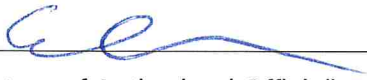
- Information translated into Spanish
- Handicap accessibility in all buildings
- School Site Council meetings
- Local Control Accountability Plan meetings and committees
- English Language Advisory Council
- District English Language Advisory Council
- Participation in Lighthouse Team
- Workshops, trainings, and special events
- Virtual access to meetings and functions

ADOPTION:

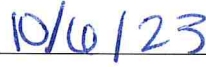
This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I programs, as evidenced by the Romoland Elementary School Site Council

membership. This policy was adopted by our Romoland Elementary School Site Council on October 6, 2023, and will be in effect for the rest of 2023- 2024.

The school will distribute this policy to all parents on or before October 6, 2023. It will be made available to the local community on or before October 6, 2023. Romoland Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



(Signature of Authorized Official)



(Date)