School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roseland Elementary School	49-70904-6052088	February 2, 2023	February 16, 2023

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.

The school's plan is directly aligned to the LCAP. This plan has the same goals and actions as the LCAP.

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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).

Roseland Public Schools are dedicated to ensuring that the school community is aware of and involved in the educational processes and decisions that will affect overall student academic, physical and emotional growth. The Accelerated School governance system utilizes a collaborative process of decision-making PreK-12. The Accelerated Schools process began over 20 years ago in Roseland Public Schools and includes a systematic means of continuously looking at our challenges and including all educational partners (parents/guardians, students, and staff) in investigating the root causes of the challenges. Next, based on the type of identified challenge, staff members either form Cadres, Adhocs or Workgroups each following a systematic means of stating the challenge, hypothesizing what the root cause of the challenge may be and developing action plans. These teams also clearly identify the decision-making process as either “consensus” or “informed” solutions. Our staff routinely take a leadership role in making “big wheel” decisions that affect the academic success of our students. Much of what is reflected in this LCAP is a result of teachers, staff and school leaders work on Cadres, Adhocs and Workgroups, while utilizing an inquiry process that involves all educational partners . These Accelerated Schools groups will continue to guide next steps as this LCAP evolves over time. In addition to the Accelerated Schools process, proactive steps have been taken to provide students, parents, and staff with opportunities to be engaged in the development of the Local Control and Accountability Plan (LCAP).

District Staff (certificated and classified staff)

- In January 2022, certificated and classified staff participated in the YouthTruth survey, a national survey that provides feedback to support school improvement.
- Certificated staff were surveyed in April and May 2022 to further help identify needs and priorities for the LCAP.
- Classified staff were surveyed in May 2022 to help identify needs and priorities for the LCAP.
- On 5/4/22, LCAP engagement sessions were held at each school site with certificated and classified staff to analyze YouthTruth data and brainstorm possible services/actions to address our areas of greatest need.

Roseland Educator's Association (REA)

- On 5/11/22, members of the district leadership team met with REA leaders to discuss LCAP engagement. REA later shared a list of priorities with the district to be considered for incorporation into the LCAP.
- On 5/23/22, members of the district leadership team met with the REA executive board to review the LCAP engagement process to date, discuss identified priorities, and consult with REA on the 2022-23 LCAP.

Leadership Team (elementary school site principals, elementary academic deans, director of special education, director of curriculum and assessment)

- On 5/10/22, elementary principals and the director of curriculum and assessment reviewed LCAP goals and discussed priorities for the 2022-23 LCAP.

- On 5/11/22, elementary academic deans and the director of curriculum and assessment discussed LCAP engagement to date and priorities for the 2022-23 LCAP.
- On 5/11/22, the director of curriculum and assessment and the director of special education met to discuss special education needs for the 2022-23 LCAP.

Parents/Guardians
- Parents/guardians participated in YouthTruth survey in January 2022 to inform LCAP development and identify areas of need.

Parent Committee: Joint District English Learner Advisory Committee (DELAC)/Parent Advisory Committee (PAC)
- On 4/21/22 and 5/19/22, the joint DELAC/PAC met to review the LCAP and provide input on goals, actions and services.

Students
- Third-sixth participated in the YouthTruth survey in January 2022 to help support the development of the LCAP.
- In May 2022, multiple student focus group meetings were held across all grade levels (TK-6) to help identify areas of school/district strengths and challenges and prioritize needed actions/services.

SELPA
- In May 2022, the special education local plan area administrator reviewed the plan to determine that specific actions for students with disabilities are included and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities.

Public Notification
- The superintendent notified members of the public on 6/2/22 of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP.

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 conducts formal observations at least twice a year for probationary teachers and every 2 years for tenured teachers. The principal also conducts informal "pop in" observations throughout the year in all classrooms. Principals evaluate staff on the California Standards for the Teaching Profession as well as evaluate current programming for approved action plans, school/district agreements, and state/federal directives.

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.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- LCAP 1.2, 1.4: We use the results of the CAASPP and STAR to inform priorities and goals.
- LCAP 1.4: Implement math and ELA assessment plans, including: administration of STAR 360 & other district wide assessments, utilization of Illuminate Data Management system, use of updated common core aligned report cards & providing of focused time for staff collaboration and data analysis.
- LCAP 2.1: Academic support staff that support intervention for students based on test results and intervention plan .

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- LCAP 1.2, 1.4: Implement math and ELA assessment plans, including: administration of STAR 360 & other districtwide assessments, IXL, utilization of Illuminate Data Management system, use of updated common core aligned report cards & providing of focused time for staff collaboration and data analysis.

Think Central allows us to evaluate student progress on curriculum embedded assessments. Online Gradebook allows 4th-6th grade teachers to analyze students' progress on standards as well as classroom assignments. Lexia, IXL, and STAR also provide reporting features that help to analyze data and modify instruction based on data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of our teachers are considered highly qualified. We attract high quality highly-qualified teachers to high needs school by encouraging Student Teachers to teach in the Roseland School District, talking with Credential candidates, incentivizing "hard to fill" positions, and working with our local university program, etc.

- LCAP 1.1: Provide a Highly Qualified Teaching staff to all students, including all significant subgroups (e.g. Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, Special Education, etc.)

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

Currently 100% of our teachers are credentialed and professional development is provided to meet the needs of all staff members, especially in the area of the California Common Core State Standards and Social Emotional Learning.

- LCAP 1.3: Fund five calendared professional development days to support closing of the achievement gap and attainment of LCAP goals for low income, English learner, and foster youth.
- LCAP 1.2, 1.3: Provide funding necessary to carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics are prioritized through the Accelerated Schools Process & by district identified needs. English Language Development,Guided Reading/Universal Access, Assessment, Data Analysis, & Focused Planning, Social Emotional Learning, Assessment Release Days, Other professional development opportunities aligned to district identified priorities.

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

Each year School-As-A-Whole determines, through Cadre Inquiry, the focus for the staff development days. Typically math, language arts, and English Language Development are the priorities in terms of meeting grade level standards. In addition, after school trainings, county office trainings and individualized training plans are provided as needed. Staff development days are then aligned to LCAP goals and placed into the LCAP.

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

Instructional assistance and support for teachers is provided on an as-needed basis. Professional development is determined by Cadre Inquiry work or by district/state/federal requirements. All new teachers are enrolled in North Coast Teacher Induction Program (a type of Teacher Mentoring Program) to ensure that they are mentored for the first couple years of teaching.

- LCAP 1.3: Continue to fund North Coast Teacher Induction Program (NCTIP). Experts from SCOE, organizations and educational companies are used on an as needed bases.
- LCAP 2.3:Provide mandated Special Education Services, including funding for special education staff (Director of Special Education Services, Psychologists, RSP, Special Day Class, Speech, Instructional Assistants, etc.).
- LCAP 2.1: Continue to provide Highly Qualified instructional assistants to support student achievement and implementation of tier one interventions for early literacy.
- LCAP 1.3: Continue to conduct Accelerated Schools Process (ASP) inquiry work to help determine districtwide action plans to support student achievement. Ensure that district action plans are research-based, support systemic change and include input from staff. Provide funding for ASP coaching stipends, steering meetings, and district-level cadre/ad hoc meetings and associated supplies and services.

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

Grade level collaboration time is provided to all teachers throughout the school year through the use of minimum release days, substitute release time, and paid after school opportunities.

Teaching and Learning

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

All textbooks series adopted by the district have been approved by the State Board of Education and the Roseland District Board. Supplementary materials are utilized to further enhance instruction of the grade level standards. Weekly lesson plans focus on identifying the standards and student learning goals toward those standards at each grade level. Currently all math and language arts curriculum is aligned to the California Common Core State Standards.

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

We adhere to or exceeds the recommended instructional minutes for reading/language arts and mathematics.

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

We have developed a pacing schedule that helps to meet the needs of intervention activities. We currently are using Lexia and IXL as a means to improve academic success for students at their own pace. This is an ongoing process that maintains a focus on what is best for students at all grade levels.

- LCAP 2.5: Provide additional staff, services, & materials for English Learner Students: Support for newcomer students through supplemental support materials, Oversight & support for administration of the English Learner state test (ELPAC), including substitute teachers, Oversight of the redesignation process (RFEP), Teacher on Special Assignment position to support the above.
- LCAP 2.4: Provide funding to purchase individualized learning software and related materials to support student achievement in literacy, ELD, and mathematics.
- LCAP 2.6: Provide funding for site-based intervention/tutoring: Early Literacy Intervention, Intervention Teachers, Math and/or Reading/Language Arts tutoring based on site determined needs, English Learners, including academic support and language support

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

All students have access to standards-based instructional materials appropriate to all student groups. In addition, each classroom has a large supply of classroom library books and supplementary materials to support instruction of students.

- LCAP 1.4: Purchase & implement district adopted curriculum aligned to Common Core State Standards (CCSS)/California State Standards, including replacement/consumable materials, as well as funds to support the upcoming new science adoption for implementation of the Next Generation Science Standards.

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

We use SBE adopted and standards-based materials.

- LCAP 1.4: Purchase & implement district adopted curriculum aligned to Common Core State Standards (CCSS)/California State Standards, including replacement/consumable materials, as well as funds to support the upcoming new science adoption for implementation of the Next Generation Science Standards.

Opportunity and Equal Educational Access

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

Services include intervention teachers during the school day, after school tutoring programs for K-6 students as needed, 1:1 tutoring through Schools of Hope partnership for grades 1st-2nd, Boys and Girls Club after school program for grades K-6 as well as the utilization of various community volunteers. Instructional Aides are also used on a daily basis to assist students in need. IXL and Lexia help to bring students to grade level in mathematics and language arts.

- LCAP 2.4: Provide funding to purchase individualized learning software and related materials to support student achievement in literacy, ELD, and mathematics.
- LCAP 2.7: Each school site will implement an incentive plan to encourage summer reading.
- LCAP 2.6: Fund one intervention teacher at each elementary school site.

Evidence-based educational practices to raise student achievement

Through inquiry and collaboration our school determines the best research-based educational practices to use in the classroom. Currently these practices include: Close Reading, Thinking Maps, unified key standards, Write from the Beginning and Write for the Future, Reading Intervention program, Powerful Learning, Academic vocabulary, Explicit Direct Instruction, structured oral discourse, and language modeling/practice.

- LCAP 1.3: Continue to conduct Accelerated Schools Process (ASP) inquiry work to help determine districtwide action plans to support student achievement. See " Increased or Improved Services" for in our LCAP to see the metrics to measure our practices and action steps.

Parental Engagement

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

- LCAP 3.2: Continued implementation of a second round of parent conferences for all parents in order to increase parent communication related to student achievement, educational goal setting, and supporting learning in the home.
- LCAP 3.2: Continue to send home district/school newsletters and provide other means of family/school communication (e.g. ParentSquare, robocalls, website, etc.). Continue to conduct school-wide events that promote a strong school culture & increased student and family engagement (e.g. family barbecue)

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, community representatives, classroom teachers, and other school personnel are encouraged to be members of cadres, ELAC/DELAC, Parent Advisory Committee, site council, and other important committees. Each of these committees are instrumental in evaluating ConApp programs.

Funding

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

Professional development enables staff members to implement all programs that help underperforming students. District/School Instructional Leadership ensures the successful implementation and evaluation of the program. Instructional assistants provide necessary support for struggling students. The North Coast Teacher Induction Program (NCTIP) provides needed support to new teachers. Technology support ensure that all technological components of programs are able to be accessed by students and staff. Instructional materials are essential for implementation of the standards. Math and ELA Assessment Plans provide the structure and plan needed to implement and evaluate assessment tools. Learning Lab provides intervention for students who are struggling. Reading intervention for 1st grade provides the early intervention support needed to ensure students are not falling behind.

Fiscal support (EPC)

All of the above programs are provided through site categorical funding. The goals of the site plan are aligned to the goals of the LCAP allowing for districtwide fiscal support of all goals

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

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School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.59%	0.2%	0.21%	3	1	1
African American	0.59%	0.4%	0.85%	3	2	4
Asian	1.18%	1.0%	0.85%	6	5	4
Filipino	0%	%	%	0		
Hispanic/Latino	93.9%	95.3%	94.67%	477	465	444
Pacific Islander	0%	%	%	0		
White	2.36%	2.9%	3.20%	12	14	15
Multiple/No Response	1.38%	0.2%	0.21%	7	1	1
			Total Enrollment	508	488	469

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	75	72	85
Grade 1	62	59	67
Grade 2	54	61	51
Grade3	61	59	66
Grade 4	87	60	54
Grade 5	92	86	59
Grade 6	77	91	87
Total Enrollment	508	488	469

Conclusions based on this data:

1. The number of students has declined over the past 3 years.
2. Majority students are Hispanic/Latino
3. We had a large Kindergarten class last year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	392	354	360	77.2%	72.50%	76.8%
Fluent English Proficient (FEP)	51	49	39	10.0%	10.00%	8.3%
Reclassified Fluent English Proficient (RFEP)	33	19		7.6%	3.90%	

Conclusions based on this data:

1. A large percentage of our student population are English Language Learners. It is important to ensure our ELs are provided with the support.
2. A very small percentage of students were reclassified during the 2020-21 school year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	88	60	66	85	0	64	85	0	64	96.6	0.0	97.0
Grade 4	87	64	57	81	0	55	81	0	55	93.1	0.0	96.5
Grade 5	77	86	58	74	0	58	74	0	58	96.1	0.0	100.0
Grade 6	91	93	91	85	0	89	85	0	89	93.4	0.0	97.8
All Grades	343	303	272	325	0	266	325	0	266	94.8	0.0	97.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2390.		2371.	10.59		9.38	16.47		10.94	32.94		26.56	40.00		53.13
Grade 4	2434.		2438.	7.41		9.09	23.46		23.64	25.93		29.09	43.21		38.18
Grade 5	2476.		2477.	14.86		12.07	24.32		29.31	27.03		22.41	33.78		36.21
Grade 6	2502.		2478.	4.71		4.49	31.76		20.22	36.47		38.20	27.06		37.08
All Grades	N/A	N/A	N/A	9.23		8.27	24.00		20.68	30.77		30.08	36.00		40.98

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.94		7.81	49.41		62.50	37.65		29.69
Grade 4	8.64		9.09	45.68		78.18	45.68		12.73
Grade 5	17.57		8.62	52.70		65.52	29.73		25.86
Grade 6	4.71		6.74	49.41		52.81	45.88		40.45
All Grades	10.77		7.89	49.23		63.16	40.00		28.95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.24		6.25	52.94		51.56	38.82		42.19
Grade 4	11.11		7.27	58.02		65.45	30.86		27.27
Grade 5	22.97		6.90	45.95		65.52	31.08		27.59
Grade 6	14.12		5.62	65.88		52.81	20.00		41.57
All Grades	13.85		6.39	56.00		57.89	30.15		35.71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.47		1.56	64.71		73.44	18.82		25.00
Grade 4	6.17		5.45	77.78		72.73	16.05		21.82
Grade 5	17.57		10.34	63.51		72.41	18.92		17.24
Grade 6	5.88		8.99	65.88		69.66	28.24		21.35
All Grades	11.38		6.77	68.00		71.80	20.62		21.43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.59		7.81	51.76		56.25	37.65		35.94
Grade 4	4.94		9.09	64.20		70.91	30.86		20.00
Grade 5	16.22		13.79	45.95		65.52	37.84		20.69
Grade 6	15.29		7.87	68.24		76.40	16.47		15.73
All Grades	11.69		9.40	57.85		68.05	30.46		22.56

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. This is the first time since Spring 2019 that students have been assessed using SBAC. Our scores have dropped in overall ELA.
2. Writing has the highest percent of students at the below standard.

3. Listening: Demonstrating effective communication skills has the highest percent of students at the above standard level.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	88	60	66	87	0	65	87	0	65	98.9	0.0	98.5
Grade 4	87	64	57	86	0	56	86	0	56	98.9	0.0	98.2
Grade 5	77	86	58	75	0	58	75	0	58	97.4	0.0	100.0
Grade 6	91	93	91	89	0	91	89	0	91	97.8	0.0	100.0
All Grades	343	303	272	337	0	270	337	0	270	98.3	0.0	99.3

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2385.		2379.	4.60		6.15	21.84		13.85	28.74		43.08	44.83		36.92
Grade 4	2442.		2420.	5.81		1.79	18.60		17.86	40.70		35.71	34.88		44.64
Grade 5	2486.		2454.	16.00		1.72	13.33		12.07	36.00		34.48	34.67		51.72
Grade 6	2523.		2474.	12.36		4.40	23.60		14.29	44.94		32.97	19.10		48.35
All Grades	N/A	N/A	N/A	9.50		3.70	19.58		14.44	37.69		36.30	33.23		45.56

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.34		7.69	35.63		56.92	54.02		35.38
Grade 4	10.47		5.36	40.70		41.07	48.84		53.57
Grade 5	21.33		1.72	36.00		56.90	42.67		41.38
Grade 6	24.72		6.59	40.45		49.45	34.83		43.96
All Grades	16.62		5.56	38.28		51.11	45.10		43.33

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.64		6.15	43.68		53.85	43.68		40.00
Grade 4	6.98		3.57	46.51		46.43	46.51		50.00
Grade 5	14.67		3.45	40.00		53.45	45.33		43.10
Grade 6	6.74		3.30	56.18		46.15	37.08		50.55
All Grades	10.09		4.07	46.88		49.63	43.03		46.30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.90		7.69	42.53		64.62	50.57		27.69
Grade 4	10.47		3.57	48.84		62.50	40.70		33.93
Grade 5	13.33		1.72	49.33		56.90	37.33		41.38
Grade 6	11.24		4.40	62.92		61.54	25.84		34.07
All Grades	10.39		4.44	51.04		61.48	38.58		34.07

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. This is the first time since Spring 2019 that students have been assessed using SBAC. Our overall scores for math have dropped.
2. Of all the claim areas, the highest percentage of students who were at the "below standard" level was in Problem Solving & Modeling/Data Analysis.
3. The highest percentage of students who were at/near level was in Communicate Reasoning.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1420.2	1390.4	1416.3	1436.6	1404.2	1437.8	1381.8	1358.3	1366.0	62	59	61
1	1469.4	1407.2	1428.6	1480.0	1423.5	1457.5	1458.4	1390.4	1399.2	54	50	53
2	1487.7	1442.6	1459.9	1497.9	1439.1	1471.6	1477.0	1445.5	1447.9	62	53	42
3	1489.0	1482.3	1485.6	1480.8	1482.1	1482.1	1496.7	1481.9	1488.7	70	54	55
4	1521.2	1480.2	1515.8	1527.5	1468.7	1507.5	1514.4	1491.4	1523.7	65	49	49
5	1536.1	1516.4	1529.5	1530.4	1513.3	1522.7	1541.3	1519.0	1535.7	45	56	41
6	1516.9	1512.4	1533.1	1505.4	1499.2	1528.1	1527.9	1525.1	1537.9	51	56	58
All Grades										409	377	359

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	12.90	6.90	8.20	41.94	34.48	37.70	35.48	22.41	39.34	9.68	36.21	14.75	62	58	61
1	11.11	2.00	3.77	48.15	18.00	20.75	33.33	34.00	49.06	7.41	46.00	26.42	54	50	53
2	12.90	0.00	9.52	61.29	28.30	38.10	19.35	58.49	42.86	6.45	13.21	9.52	62	53	42
3	11.43	5.66	5.45	45.71	41.51	43.64	25.71	35.85	38.18	17.14	16.98	12.73	70	53	55
4	27.69	8.70	22.45	50.77	30.43	46.94	12.31	36.96	16.33	9.23	23.91	14.29	65	46	49
5	26.67	20.00	26.83	44.44	29.09	36.59	22.22	34.55	29.27	6.67	16.36	7.32	45	55	41
6	17.65	11.11	25.86	45.10	35.19	41.38	21.57	38.89	25.86	15.69	14.81	6.90	51	54	58
All Grades	16.87	7.86	14.21	48.41	31.17	37.88	24.21	37.13	34.54	10.51	23.85	13.37	409	369	359

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	24.19	5.17	11.48	43.55	46.55	39.34	22.58	22.41	39.34	9.68	25.86	9.84	62	58	61
1	35.19	8.00	24.53	44.44	16.00	39.62	12.96	48.00	24.53	7.41	28.00	11.32	54	50	53
2	38.71	5.66	21.43	41.94	24.53	40.48	14.52	60.38	33.33	4.84	9.43	4.76	62	53	42
3	30.00	26.42	18.18	38.57	41.51	49.09	21.43	20.75	23.64	10.00	11.32	9.09	70	53	55
4	53.85	17.39	36.73	35.38	34.78	38.78	6.15	23.91	14.29	4.62	23.91	10.20	65	46	49
5	46.67	38.18	36.59	37.78	38.18	51.22	8.89	16.36	4.88	6.67	7.27	7.32	45	55	41
6	33.33	11.11	39.66	45.10	59.26	41.38	5.88	18.52	13.79	15.69	11.11	5.17	51	54	58
All Grades	37.16	15.99	26.46	40.83	37.67	42.62	13.69	29.81	22.56	8.31	16.53	8.36	409	369	359

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.68	6.90	0.00	11.29	6.90	14.75	53.23	46.55	52.46	25.81	39.66	32.79	62	58	61
1	11.11	0.00	0.00	29.63	22.00	7.55	31.48	12.00	24.53	27.78	66.00	67.92	54	50	53
2	1.61	0.00	0.00	45.16	20.75	38.10	41.94	52.83	35.71	11.29	26.42	26.19	62	53	42
3	11.43	3.77	5.45	28.57	24.53	21.82	37.14	43.40	56.36	22.86	28.30	16.36	70	53	55
4	7.69	0.00	12.24	41.54	30.43	44.90	36.92	32.61	22.45	13.85	36.96	20.41	65	46	49
5	13.33	14.55	12.20	22.22	12.73	26.83	51.11	36.36	48.78	13.33	36.36	12.20	45	55	41
6	5.88	5.56	5.17	43.14	25.93	31.03	25.49	44.44	46.55	25.49	24.07	17.24	51	54	58
All Grades	8.56	4.61	4.74	31.78	20.05	25.63	39.61	38.75	41.50	20.05	36.59	28.13	409	369	359

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.74	12.07	14.75	74.19	60.34	73.77	8.06	27.59	11.48	62	58	61
1	66.67	20.00	33.96	31.48	62.00	54.72	1.85	18.00	11.32	54	50	53
2	30.65	9.43	14.29	64.52	84.91	83.33	4.84	5.66	2.38	62	53	42
3	14.29	28.30	30.91	68.57	58.49	56.36	17.14	13.21	12.73	70	53	55
4	44.62	37.78	69.39	53.85	48.89	22.45	1.54	13.33	8.16	65	45	49
5	26.67	23.64	21.95	64.44	63.64	70.73	8.89	12.73	7.32	45	55	41
6	15.69	16.98	22.41	56.86	71.70	67.24	27.45	11.32	10.34	51	53	58
All Grades	30.56	20.71	29.53	59.66	64.58	61.00	9.78	14.71	9.47	409	367	359

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.81	5.17	16.39	61.29	67.24	67.21	12.90	27.59	16.39	62	58	61
1	12.96	4.17	7.55	74.07	52.08	73.58	12.96	43.75	18.87	54	48	53
2	48.39	6.00	26.19	48.39	74.00	64.29	3.23	20.00	9.52	62	50	42
3	42.86	30.00	34.55	45.71	54.00	50.91	11.43	16.00	14.55	70	50	55
4	58.46	17.39	30.61	33.85	54.35	48.98	7.69	28.26	20.41	65	46	49
5	60.00	50.91	75.61	28.89	38.18	14.63	11.11	10.91	9.76	45	55	41
6	47.06	33.96	63.79	37.25	52.83	31.03	15.69	13.21	5.17	51	53	58
All Grades	42.05	21.39	35.38	47.43	56.11	50.97	10.51	22.50	13.65	409	360	359

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.45	7.02	0.00	72.58	57.89	81.97	20.97	35.09	18.03	62	57	61
1	24.07	10.00	5.66	40.74	30.00	16.98	35.19	60.00	77.36	54	50	53
2	6.45	11.32	9.52	79.03	58.49	71.43	14.52	30.19	19.05	62	53	42
3	7.14	1.96	5.45	57.14	58.82	45.45	35.71	39.22	49.09	70	51	55
4	6.15	0.00	18.37	67.69	62.22	55.10	26.15	37.78	26.53	65	45	49
5	15.56	18.18	14.63	62.22	43.64	70.73	22.22	38.18	14.63	45	55	41
6	3.92	9.26	6.90	50.98	37.04	63.79	45.10	53.70	29.31	51	54	58
All Grades	9.54	8.49	8.08	62.10	49.59	57.66	28.36	41.92	34.26	409	365	359

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.74	15.52	11.48	51.61	25.86	50.82	30.65	58.62	37.70	62	58	61
1	11.11	0.00	0.00	68.52	36.00	62.26	20.37	64.00	37.74	54	50	53
2	16.13	0.00	7.14	75.81	66.04	59.52	8.06	33.96	33.33	62	53	42
3	21.43	11.54	12.73	65.71	61.54	78.18	12.86	26.92	9.09	70	52	55
4	24.62	4.35	22.45	61.54	67.39	61.22	13.85	28.26	16.33	65	46	49
5	24.44	5.45	19.51	64.44	80.00	70.73	11.11	14.55	9.76	45	55	41
6	41.18	14.81	15.52	43.14	77.78	77.59	15.69	7.41	6.90	51	54	58
All Grades	22.00	7.61	12.53	61.86	58.97	65.74	16.14	33.42	21.73	409	368	359

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of students tested has declined.
2. Students are scoring significantly higher on oral language than written language.
3. Students scored the lowest in the Reading Domain.

School and Student Performance Data

Local Assessment Test Results - ELA

Grades Three through Eight and Grade Eleven
(School Year 2020–2021)

Student Group	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
All Students	37%	26%	17%	20%
3rd Grade	24%	29%	18%	29%
4th Grade	43%	15%	11%	31%
5th Grade	48%	19%	14%	19%
6th Grade	35%	29%	14%	22%
Male	40%	23%	12%	26%
Female	36%	23%	16%	25%
Asian	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Black or African American	--	--	--	--
Hispanic or Latino	37%	24%	14%	24%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White	--	--	--	--
English Learners	47%	26%	12%	15%
Foster Youth	--	--	--	--
Homeless	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41%	26%	13%	20%
Students Receiving Migrant Education Services	55%	30%	5%	10%
Students with Disabilities	92%	0%	0%	8%

Conclusions based on this data:

1. The percentage of students needing Urgent Intervention is highest in 4th and 5th grades.
2. Students With Disabilities have a higher percentage of students in Urgent Intervention than All Students.
3. Our male and female students are performing at similar levels.

School and Student Performance Data

Local Assessment Test Results - Math

Grades Three through Eight and Grade Eleven
(School Year 2020–2021)

Student Group	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
All Students	28%	19%	14%	39%
3rd Grade	24%	29%	16%	30%
4th Grade	38%	26%	10%	26%
5th Grade	32%	14%	19%	36%
6th Grade	21%	9%	13%	58%
Male	26%	16%	12%	47%
Female	31%	22%	16%	31%
Asian	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Black or African American	--	--	--	--
Hispanic or Latino	29%	19%	14%	39%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White	--	--	--	--
English Learners	35%	22%	15%	28%
Foster Youth	--	--	--	--
Homeless	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30%	21%	17%	32%
Students Receiving Migrant Education Services	36%	18%	14%	32%
Students with Disabilities	65%	12%	8%	15%

Conclusions based on this data:

1. 5th and 6th grade students scored higher than other grade levels.
2. Our male and female students are performing at similar levels with male student performing slightly higher.
3. Students With Disabilities have the highest percentage of students in Urgent Intervention than All Students.

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**
469	**72.5**	**76.8**	**1.3**
Total Number of Students enrolled in Roseland 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	360	76.8
Foster Youth	6	1.3
Homeless		
Socioeconomically Disadvantaged	340	72.5
Students with Disabilities	56	11.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9
American Indian	1	0.2
Asian	4	0.9
Filipino		
Hispanic	444	94.7
Two or More Races	1	0.2
Pacific Islander		
White	15	3.2

Conclusions based on this data:

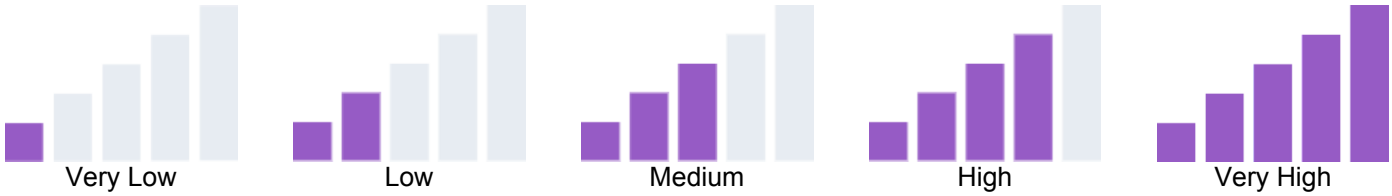
1. 73% of our students are considered Socioeconomically Disadvantaged
2. 77% of our students are considered English Learner students
3. 95% of our students are Hispanic

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Low		
English Learner Progress: High		

Conclusions based on this data:

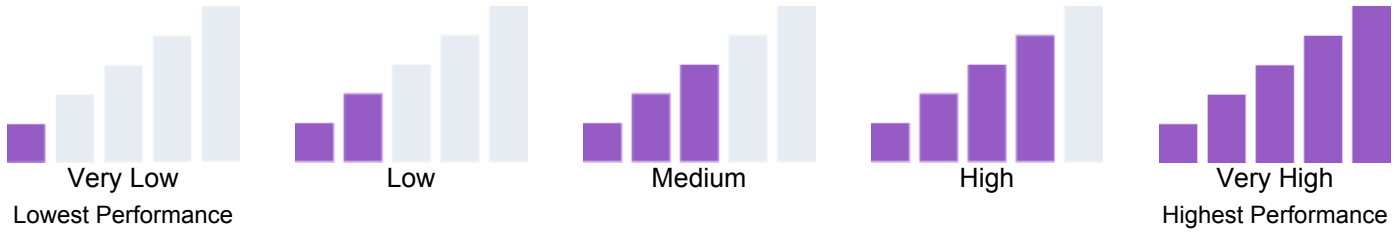
1. Our ELPI is high while our academic indicators are low. Additionally, our suspension rate is high.
2. Due to COVID protocols, our Chronic Absenteeism rate is very high.
3. We plan to continue our LCAP work to improve these areas.

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.

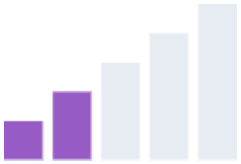
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
41.2 points below standard	43.3 points below standard	2 Students
257 Students	226 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	42.8 points below standard	117.8 points below standard
	237 Students	33 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 41.7 points below standard 245 Students	No Performance Level 1 Student		No Performance Level 8 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
57.9 points below standard 191 Students	36.2 points above standard 35 Students	23.2 points below standard 26 Students

Conclusions based on this data:

1. All of our subgroups scores low or very low.
2. Students with disabilities have the lowest scores.
3. Our RFEP students are out performing our EO students.

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.

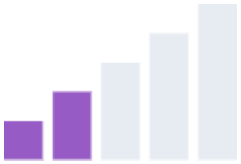
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
65.5 points below standard	67.7 points below standard	2 Students
257 Students	226 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	67.8 points below standard	112.2 points below standard
	237 Students	33 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 65.9 points below standard 245 Students	No Performance Level 1 Student		No Performance Level 8 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
79.2 points below standard 191 Students	5.0 points below standard 35 Students	48.5 points below standard 26 Students

Conclusions based on this data:

1. All of our subgroups scores low or very low.
2. Students with disabilities are our lowest scoring subgroup.
3. Our RFEP students are outperforming EO students.

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

English Learner Progress
High
58.3 making progress towards English language proficiency
Number of EL Students: 278 Students
Performance Level: 4

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
12.2%	29.5%	2.5%	55.8%

Conclusions based on this data:

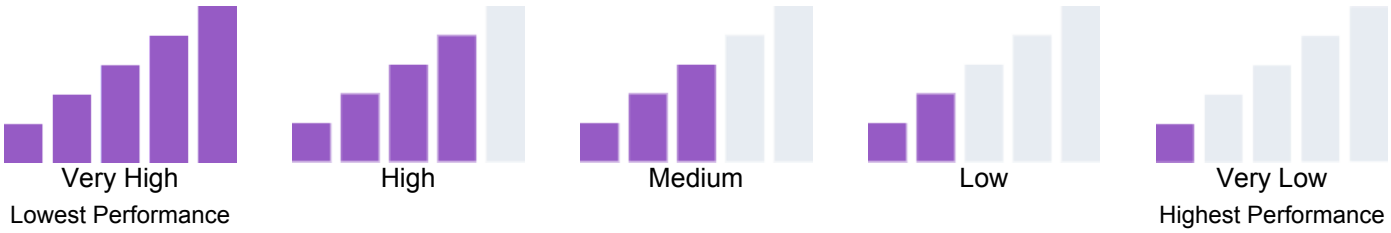
1. 55.8% of students increased at least one ELPI level.
2. 12.2% of students decreased one ELPI Level, which is a lower percentage than in years' past.
3. We are a high status overall and improved by 15% compared to 2019 EL Progress Indicator and 8% better than the state.

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.

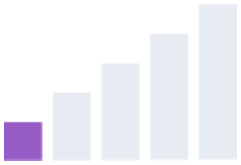
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
47.2% Chronically Absent	45.7% Chronically Absent	Less than 11 Students
494 Students	383 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	47.5% Chronically Absent	51.4% Chronically Absent
1 Student	446 Students	70 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
4 Students	1 Student	4 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		No Performance Level
47% Chronically Absent	Less than 11 Students		43.8% Chronically Absent
468 Students	1 Student		16 Students

Conclusions based on this data:

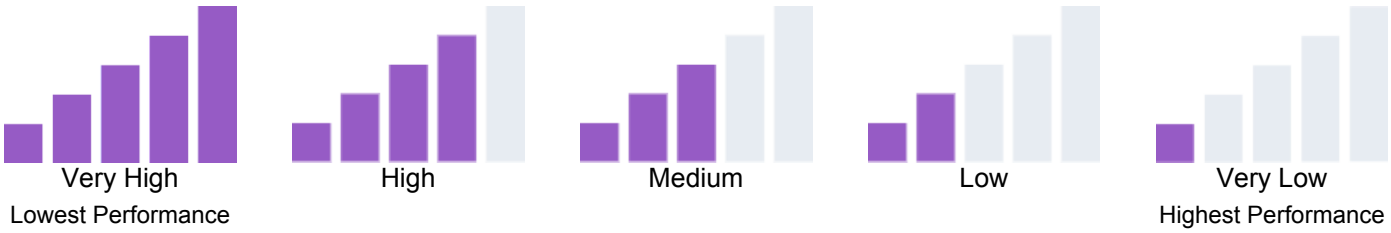
1. All student groups have a very high chronic absenteeism rate.
2. COVID quarantine protocols negatively affected our chronic absenteeism rate.
3. We will continue to communicate with families the importance of school attendance.

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.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	4	0	0	0

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.

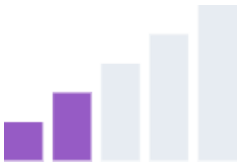
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
4.7% suspended at least one day	3.6% suspended at least one day	Less than 11 Students
509 Students	391 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
Less than 11 Students	5.3% suspended at least one day	4.1% suspended at least one day
1 Student	457 Students	73 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
4 Students	1 Student	4 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level		No Performance Level
4.3% suspended at least one day	Less than 11 Students		12.5% suspended at least one day
483 Students	1 Student		16 Students

Conclusions based on this data:

1. Our overall suspension rate is 4.6%, which is high.
2. There are no real big discrepancies between subgroups.
3. We will continue to focus on mental health, social-emotional learning, consistent behavior expectations, and communication with students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Well Rounded Educational Program:

LEA/LCAP Goal

Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.

Goal 1

Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.

Identified Need

The goal was developed based on input from educational partners and to ensure state priorities are met. Our educational partners believe that providing a well-rounded educational program is the best for our students and their future success. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). The following priority areas align with the value of a well rounded educational program: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement, and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the components necessary for providing a well-rounded education program that covers a broad course of study with enrichment opportunities and fluency with technological skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HIGHLY QUALIFIED TEACHERS % Highly qualified % Misassignments of teachers of EL	100% highly qualified 0% misassignments	100% highly qualified 0% misassignments
IMPLEMENTATION OF STANDARDS Local Indicator on CA Dashboard Completion of the "Implementation of the Standards Local Indicator" (see detailed report)	met	met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ENGLISH LANGUAGE ARTS % of students scored in the 50th percentile or above (March 2021) on STAR Reading and Early Literacy	19% Reading 22% Early Literacy	25%
MATHEMATICS % of students scored in the 50th percentile or above (March 2021) on STAR Math	35%	40%
SCHOOL CONNECTEDNESS % of 5th grade students have a high level of school connectedness	77% (CHKS, 2019-2020)	82%+
TECHNOLOGY % of students have access to a technology device	100%	100%
COURSE OF STUDY % of students who have access to a broad course of study	100%	100%
INSTRUCTIONAL MATERIALS % of students with access to their own copies of standards-aligned instructional materials for use at school and at home Williams Act Complaints	100% instructional materials 0 Williams Act Complaints	100% instructional materials 0 Williams Act Complaints
COURSE OF STUDY % of students who have access to a broad course of study	100%	100%
CAASPP ELA	The distance from standard met was: 2022 CA Dashboard: -41.2 2019 CA Dashboard: -34.7	The district will show 5 points growth in moving towards meeting the standard each after new baseline data is determined from spring 2022 testing (post-COVID/Distance Learning).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	The distance from standard met was: 2022 CA Dashboard: -65.5 2019 CA Dashboard: -39.1	The district will show 5 points growth in moving towards meeting the standard each after new baseline data is determined from spring 2022 testing (post-COVID/Distance Learning).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, EL students, under performing students

Strategy/Activity

LCAP 1.3: Provide funding necessary to carry out professional development & staff collaboration opportunities (services, materials, consultants, travel/conferences, hourly pay/sub release, etc.) Topics are prioritized through the Accelerated Schools Process & by district identified needs.

Other notes: Provide professional development and staff collaboration for teachers and administrators to support implementation of common instructional strategies, data analysis and increased student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Centralized-Professional Development ($51,467)
	Title III 5800: Professional/Consulting Services And Operating Expenditures Centralized-Professional Development ($22,045)
6815	Title I 5800: Professional/Consulting Services And Operating Expenditures

	Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, EL students, under performing students

Strategy/Activity

LCAP 1.8: Replace technology devices, charging carts, and related technology services according to replacement schedule, to maintain student access to technology, which includes:
1:1 access to chromebooks in grades TK-12
Necessary teacher & classroom technology (chromebook, printer, document camera, LCD projector, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Centralized ($0 for 2022-2023)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Struggling Students, EL Students

Strategy/Activity

Indirect Costs (ICR 5.90%)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality Centralized ($558)
	Title III

	Centralized ($15,419)
	Title IV Part A: Student Support and Academic Enrichment Centralized ($2,335)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, EL students, under performing students

Strategy/Activity

The items below are in the LCAP, but are not paid for by categorical funds.
These items meet the Basic Plan Requirements #1 (A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student)
LCAP 1.1 Staffing

- Provide a Highly Qualified Teaching staff to all students.
- Provide high quality district and site leadership team (principals & superintendent)
- Provide qualified substitute coverage for teacher absences (illness, personal leave, maternity leave, charter-wide, etc.).
- Provide school nursing/nursing assistant services.
- Maintain district office and school office staff.
- Ensure students are safe on campus (yard duties/instructional assistant supervision/crossing guards).

LCAP 1.2 ASP inquiry and work

- Conduct Accelerated Schools Process (ASP) inquiry work to help determine districtwide action plans to support student achievement.
- Implement ASP action plans.

LCAP 1.4 Implementation of standards

- Implement math and ELA assessment plans, including: administration of STAR 360 & other districtwide assessments, utilization of Illuminate Data Management system, & use of updated common core aligned report cards
- Provide focused time for staff collaboration, including designated time for collaboration between special education and general education staff, and data analysis.
- Implement science ad hoc action plan/Districtwide adoption of Maker Education.

LCAP 1.5 Literacy Plan

- Implement a plan to increase, monitor and support students' independent reading. Provide funds for the following: Accelerated Reader and related supplies, replacement books and/or new books for school or classroom libraries, library materials/supplies.
- Provide library time for all classes; fund library assistant positions.
- Implement Universal Access action plan.

LCAP 1.6 Instructional Materials

- Purchase & implement standards-based district-adopted curriculum for the core content areas, including replacement/consumable materials.

- Classroom Budgets: Provide school site/classroom budgets for basic supplies, materials and services.

LCAP 1.7 Enrichment
- Provide ongoing enrichment opportunities for students during and after school throughout the year (music and sports, as well as site and teacher determined enrichment opportunities, including a focus on the visual and performing arts and clubs).
- Classroom Budgets: Provide funds to augment district/school site and classroom budgets for materials, supplies, services & support that enrich students' education beyond the basics, help pupils attain academic goals and participate in enhanced learning opportunities, such as assemblies and field trips.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See LCAP

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The school district has implemented all action steps as described. The focus for professional development has been supporting students including ELs, foster youth, students experiencing homelessness, and struggling students.

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

No significant 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.

No changes are planned.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic and Social-Emotional Support

LEA/LCAP Goal

Academic and Social/Emotional Support
Increase student achievement and social/emotional wellbeing for all students, with an emphasis on closing the opportunity gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, students with disabilities and students in need of learning acceleration due to COVID-19 pandemic.

Goal 2

Goal #2 Academic and Social-Emotional Support
Increase student achievement and social/emotional wellbeing for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, students with exceptional needs and students experiencing learning loss due to COVID-19 pandemic.

Identified Need

The goal was developed based on input from educational partners and to ensure state priorities are met. Our educational partners believe that additional support is needed to help low-income, English learners, foster youth, students with exceptional needs meet academic goals and achieve school success. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). The following priority areas align with the value of a well-rounded educational program: Priority 4 – Performance on Standardized Tests and Priority 5 – Pupil Engagement. The actions and metrics grouped together demonstrate the components necessary for providing additional support for our students in order to help close the opportunity gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
INTERVENTION (3-6)-ELA According to STAR Reading (March) % needing urgent intervention	32% (March)	Less than 26%
INTERVENTION (TK-2)-ELA According to STAR Early Literacy (March) % needing urgent intervention	39% (March)	Less than 33%
INTERVENTION (2-6)-MATH According to STAR Math (March)	20% (May)	Less than 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% needing urgent intervention		
ENGLISH LEARNER PROGRESS % of English Learners making progress towards English language proficiency based on ELPAC Implementation of the ELD standards on local indicator	47% (2019 CA Dashboard) 58% (2022 CA Dashboard) "Initial Implementation"	53% "Full Implementation"
SOCIAL EMOTIONAL LEARNING % implementation of SEL activities in all classrooms	100% (SEL implementation)	100% (SEL implementation)
ATTENDANCE RATE (Aug-Feb)	2019-2020: 96% 2020-2021: 96% (distance learning) 2021-22: 88% 2022-23: 93%	96%+
CHRONICALLY ABSENT	2019-2020: 95 Students 2020-2021: 143 Students (distance learning) CA Dashboard (2022): 47% (Continuation of COVID pandemic) CA Dashboard (2019): 6.3%	Less than 95 students
PARENT SURVEY-SUPPORT % of TK-12 families who agree or strongly agree with: "I know where my child can get social emotional support from school." "I know where my child can get academic support from school."	74% (Social-Emotional Support) 82% (Academic Support)	85%+
PARENT SURVEY-SUPPORT (YouthTruth Survey)	54%	65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of PreK-6 parents/guardians who believe their child's school has the resources necessary to achieve learning goals		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, EL Students, under performing students

Strategy/Activity

LCAP 2.2: Continue to provide counseling services for students to provide conflict management and social emotional support, as well as to build college and career awareness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries (Centralized: Total Title I + District contribution $376,907)
62,281.91	Title I 1000-1999: Certificated Personnel Salaries School Allocation for Roseland Elementary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students, under performing students

Strategy/Activity

LCAP 2.6 Fund intervention teachers to support learning acceleration for identified students
Provide Newcomer Support Teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title III 1000-1999: Certificated Personnel Salaries Centralized ($245,939)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP 2.1 Academic Support Staff

- Leadership and support: Provide the district and school site leadership necessary to support student achievement including: planning professional development, facilitating Accelerated Schools Process work, monitoring student progress, overseeing intervention services, overseeing implementation of districtwide action plans, and supporting English Learner progress through in-classroom coaching, student data chats, English Learner focused trainings, etc. (Academic Deans and Curriculum & Assessment Director).
- Instructional Assistants: Continue to provide Highly Qualified instructional assistants to support student achievement and implementation of tier-one interventions for universal access/small group instruction.
- Reduced class size: Ensure that students in grades Transitional Kindergarten through Third Grade benefit from a reduced class size. This provides increased academic support and individual assistance to these students. Fund additional teachers needed to support this.

LCAP 2.3 Special Education

- Provide mandated Special Education Services, including funding for special education staff (Director of Special Education Services, Psychologists, RSP, Special Day Class, Speech, Instructional Assistants, etc.).
- The Special Education Director and Special Education Staff will hold ongoing collaboration and planning meetings to monitor the academic progress of students receiving special education services, better align our special education program with the general education program and meet students' individual needs.
- Implement CDE-approved 2019-20 Special Education Targeted Review Plan to support improved outcomes for Students with Disabilities in the following areas: English Language

Arts Achievement (State Performance Plan Indicator 3c), Least Restrictive Environment (State Performance Plan Indicator 5b).

LCAP 2.4 Supplemental Materials

- Purchase supplemental materials, services and software needed to increase student achievement and student engagement, as well as enhance student learning at school and at home, as prioritized through ASP and/or district identified needs.
- Provide funding to purchase individualized learning software and related materials to support student achievement in literacy, ELD, and mathematics

LCAP 2.5 EL Support

- Implement ELD action plan and EL Master Plan, which includes professional development and a detailed description of our language acquisition programs.
- Provide additional staff, services, & materials for English Learner Students: Support for newcomer students, including digital language learning software or applications and additional staffing (newcomer support teacher), oversight & staffing for administration of the English Learner state test (ELPAC), oversight of the redesignation process (RFEP), Teacher on Special Assignment position to support the above; Additional materials and interventions to support EL student success with English language proficiency and mastery of the CA State Standards/Common Core State Standards.
- For Redesignated English Proficient (RFEP) Pupils, monitor students′ progress towards proficiency in the Common Core State Standards for four years.
- Provide bilingual district office and school office staff to meet the needs of English learner families.

LCAP 2.7 After School Support & Summer School

- Provide Boys & Girls Club program to support academic achievement, enrichment, and afterschool care for students
- Provide Summer learning experiences to help address learning acceleration

LCAP 2.8 Student Engagement

- Each school site will implement a plan to maintain low Chronic Absenteeism rates, including: Monitoring attendance of students who are in danger of being chronically absent or are chronically absent; Monitoring attendance of all homeless students in order to intervene early and provide necessary support; Providing additional guidance and support to chronically absent students and their families (costs for this action item are included in previous actions/services)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All action items were implemented. Implementation of academic support services lead to a significant decrease in the amount of students classified as needing "Urgent Intervention" according to STAR Reading. However, math achievement is a concern as the number of students needing intervention/additional support increased.

While counselors successfully provided essential services this year, the lingering effects of the pandemic and Distance Learning caused a substantial increase in the amount of students needing counseling/social emotional support (as shown by YouthTruth data). New Social Emotional Learning curriculum was implemented as a Tier 1 intervention across the district with varying degrees of success and implementation levels. This will be a continued focus area next year to support improvement in this area.

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

No significant 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.

No changes are planned.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Climate, Culture, Operations

LEA/LCAP Goal

Provide a safe, equitable and welcoming learning environment for all students with well-maintained facilities and other district services to support student success and daily operations.

Goal 3

Provide a safe, equitable and welcoming learning environment for all students with well-maintained facilities and other district services to support student success and daily operations.

Identified Need

The goal was developed based on input from educational partners and to ensure state priorities are met. Maintaining welcoming, safe and well-maintained facilities is a priority for our educational partners. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). The following priority areas align with the value of a well-rounded educational program: Priority 1 – Basics (Facilities), Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. The actions and metrics grouped together demonstrate all the components necessary for running schools that people enjoy visiting and that are safe, well-maintained and welcoming.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SCHOOL CONNECTEDNESS (CHKS) % of 5th grade students are happy to be at school (most or all) % of students who have high levels of school connectedness	78% 77%	80%+
FAMILY ENGAGEMENT % of parents considered "contactable" in ParentSquare % of parents who feel they are "greeted warmly when they call or visit school."	98% contactable 84% "Met"	98%+ contactable 94% "Met"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of the "Family Engagement Local Indicator" (see detailed report)		
SCHOOL SAFETY (CHKS Survey) % of 5th grade students feel safe at school	85%	90%+
SUSPENSION RATE % suspension rate (2019 Dashboard)	CA Dashboard (2019): 2% CA Dashboard (2022): 4.7%%	less than 2%
EXPULSION RATE % expulsion rate	0%	0%
FACILITIES INSPECTION REPORT (FIT Report) # instances where facilities do not meet the "good repair" standard (Local Indicator) % of schools meet the overall "good" or "exemplary" rating.	0 (do not meet) 100% ("good" or "exemplary")	0 (do not meet) 100% ("good" or "exemplary")
STUDENT SURVEY-YOUTHTRUTH % of students who respond "Yes-Very Often" to "Do you feel like a real part of your school community?"	63%	70%
PARENT SURVEY-YOUTHTRUTH Overall positive rating for "Communication and Feedback"	90%	93%
PARENT SURVEY-YOUTHTRUTH Percent of parents who respond favorably to "I feel	77%	83%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
engaged with my child's school"		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

LCAP 3.1 Welcoming and Equitable School Culture

- The Equity and Anti-racism Cadre will develop and implement an action plan to promote welcoming, equitable, and safe school cultures that include respect for and acceptance of all abilities, ethnicities, cultures, racial identities, religions, sexual-orientations, gender-identities and gender expressions.
- Professional Development will be offered to all staff in the 2021-22 school year on the topics of race, equity and anti-racism.
- Staff members will be invited to participate in a summer book club with the theme of equity and anti-racism.

LCAP 3.2 Family Engagement

- Communication: Utilize Parent Square as a two-way communication at the district, site and classroom level.
- Parent Club: Implement monthly Parent Club Meetings at each school site to inform parents of schoolwide events, educational goals, and information on how parents can support their child(ren)'s education.
- Parent Conferences: Continue second round of parent conferences for all parents in order to increase parent communication related to student achievement, educational goal setting, and supporting learning in the home.
- Events: Conduct schoolwide events that promote a strong school culture & increased student and family engagement (e.g. family barbeque).
- Provide ongoing culturally responsive training and collaboration time for staff on effective family engagement strategies.
- Support parents of students with disabilities to attend county Community Advisory Committee (CAC) meetings

LCAP 3.3 Safety

- Ensure students are safe on campus (yard duties/instructional assistant supervision/crossing guards).
- Implement school safety plans, including preparedness for emergency situations (training on procedures, drills, etc.).

LCAP 3.4 Faciities

- The facilities director and superintendent or designee will communicate with school site principals and complete campus walkthroughs to determine necessary repairs and ongoing priorities for facilities.
- Provide funding for custodial, maintenance, repairs, utilities, supplies, etc.

LCAP 3.5 Nutrition Services
- Offer universal breakfast & healthy lunch options. Fund cafeteria encroachment.

LCAP 3.6 Transportation
- Provide additional transportation services/busing to and from school to ensure that low income pupils, foster youth and English Learners arrive safely to and from school and maintain good attendance.

LCAP 3.7 Technology (Base)
- Provide software, hardware, materials, equipment, infrastructure and services necessary to support ongoing technology needs & implementation of district technology plan, including technology coordinator.

LCAP 3.8 Operations
- Fund other ongoing necessary services and supplies to operate school sites and the district/charter, including: legal, auditing, membership fees, postage, mileage, printing, equipment rentals, negotiations costs, educational consultants, startup funds, materials & incentives, etc.
- Provide funds to pay long-term debt for the gym/community room on RAMS/Sheppard campus.
- Provide funding to maintain the Roseland School District Board of Trustees (Health and Welfare benefits, meeting costs, trainings, supplies, and services as needed).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	see LCAP

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies and activities were implemented. According to the CA Healthy Kids Survey, the percent of 5th grade students responding that they feel safe at school increased by 4% since 2019-20. This was surprising given the particular challenges of this school year.
According to the YouthTruth survey, student behavior was an identified area of concern and we did see an increase in the amount of student suspensions. The district will continue to focus on positive behavioral supports next year (associated with both goal 2 and goal 3 of the LCAP).
On the YouthTruth survey, 87% of parents reported that their child's school creates a friendly environment. While this exceeds county averages, the district will continue focusing on action steps 3.1 and 3.2 with the goal of ensuring all parents feel welcome and valued on school campuses.
On the YouthTruth survey, 90% of parents gave a high rating to "Communication and Feedback", which far exceeded countywide averages. This is directly related to action step 3.2. However, a lower percentage of parents feel engaged with their child's school (77%). Action step 3.2 will continue to be a priority area of focus for the district.

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

No significant 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.

No changes

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$69,096.91
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$69,096.91

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$69,096.91

Subtotal of additional federal funds included for this school: $69,096.91

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

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $69,096.91

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	69,096.91	0.00
Title II Part A: Improving Teacher Quality		
Title III		
Title III Immigrant Education Program		

Expenditures by Funding Source

Funding Source	Amount
Title I	69,096.91

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	62,281.91
5800: Professional/Consulting Services And Operating Expenditures	6,815.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	62,281.91
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,815.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,815.00
Goal 2	62,281.91

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
David Sauceda	Principal
Andrea Carrillo-Vargas	Other School Staff
Anne Sterks	Parent or Community Member
Ricardo Olvera	Parent or Community Member
Flora Gonzalez	Parent or Community Member
Ricardo Olvera	Parent or Community Member
Guillermina Cardenas	Parent or Community Member
Shayla Watts	Classroom Teacher
Kristin Robbins	Classroom Teacher
Garrett Cuneo	Classroom Teacher

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
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Compensatory Education Advisory Committee
	Other: DAIT Team, District Assistance and Intervention Team, DSLT team, District-School Liaison Team, SAW-School as a Whole, Site and District Cadres.

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 .

Attested:

Principal, David Sauceda on

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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