School Year: **2021-22**

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		

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.

Table of Contents

SPSA Title Page 1
Purpose and Description 1
Table of Contents 2
Comprehensive Needs Assessment Components 4
- Data Analysis 4
- Surveys 4
- Classroom Observations 5
- Analysis of Current Instructional Program 6

Stakeholder Involvement 11
School and Student Performance Data 14
- Student Enrollment 14
- CAASPP Results 16
- ELPAC Results 21
- Local Assessment Test Results - ELA 25
- Local Assessment Test Results - Math 26
- Student Population 27
- Overall Performance 29
- Academic Performance 30
- Academic Engagement 41
- Conditions & Climate 44

Goals, Strategies, & Proposed Expenditures 46
- Goal 1 46
- Goal 2 55
- Goal 3 62
- Goal 4 63
- Goal 5 65

Budget Summary 66
- Budget Summary 66
- Other Federal, State, and Local Funds 66

Budgeted Funds and Expenditures in this Plan 67
- Funds Budgeted to the School by Funding Source 67
- Expenditures by Funding Source 67
- Expenditures by Budget Reference 67
- Expenditures by Budget Reference and Funding Source 67
- Expenditures by Goal 68

School Site Council Membership 69

Recommendations and Assurances 70
Instructions....71
Instructions: Linked Table of Contents....71
Purpose and Description....72
Stakeholder Involvement....72
Resource Inequities 72
Goals, Strategies, Expenditures, & Annual Review....73
Annual Review 74
Budget Summary 75
Appendix A: Plan Requirements 77
Appendix B:....80
Appendix C: Select State and Federal Programs 82

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).

District Staff (certificated and classified staff)

- In April, a survey was sent to all staff to inform the development of the Annual Update & the LCAP.
- On 5/10/21, an LCAP Open Forum was held for all district staff members to determine staff member's priorities for the LCAP
- On 5/12/21, a draft of the Annual Update was emailed to all district staff for feedback.
- On 6/9/21, the proposed LCAP that will be presented at a public hearing was emailed to all staff.

Roseland Educator's Association (REA)

- On 5/26/21, the Acting Superintendent and the Director of Curriculum and Assessment met with the REA executive board to review the draft LCAP and seek feedback.

Leadership Team (elementary school site principals, acting superintendent, and directors of special education & curriculum/assessment)

- On 4/27/21, the leadership team met to review local indicator data to inform the LCAP and reviewed stakeholder priorities for the Expanded Learning Opportunity Grant and the LCAP.
- On 5/10/21, the leadership team met to discuss LCAP goals, actions and services, and discuss plans to support implementation.

Joint District English Learner Advisory Committee (DELAC)/Parent Advisory Committee (PAC)

- On 5/12/21 and 6/7/21, the joint DELAC/PAC met to provide input on the Annual Update and LCAP goals, actions and services.

Parents

- Parents were surveyed to inform local indicator data and goals, actions & services related to equity and parent involvement in January 2021.
- Parents were surveyed to inform the Annual Update, LCAP goals, and priorities for budget, actions and services in April 2021.

Students

- Third-sixth grade students were surveyed to inform priorities for LCAP goals, actions and services in May 2021.
- TK-second grade students participated in focus groups from 5/3/21 - 5/12/21 to inform priorities for LCAP goals, actions and services

SELPA

- On 6/2/21, 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.

Summary of Results:

- Parent Advisory Committee/ English Learner Parent Advisory Committee: Expressed the importance of adding in additional enrichment opportunities, more physical activities/time outdoors, and afterschool programs to help students be successful at school after a year of Distance Learning.
- School Staff (certificated and classified): Prioritized adding additional intervention services, instructional assistant time and enrichment opportunities. Expressed the need for professional development around the topics of trauma-informed practices, social-emotional learning, and topics related to equity and anti-racism. Discussed ways to increase capacity/space in summer school programs. Expressed the need for larger enrichment budgets to support field trips in order to increase school connectivity.
- Leadership team members: Provided feedback regarding previous goals and actions and explored ways to reorganize these goals and actions to make it more streamline and stakeholder friendly; Prioritized similar actions/services as other stakeholder groups- intervention, enrichment and afterschool programs.
- Students: The three main priorities identified by students were more or new books/computer programs, small group instruction support, and help with homework. The subject area they identified as needing the most support in was math.
- Parents: Parents prioritized the need for additional intervention or tutoring services for students who need extra support as well as afterschool programs (e.g. more Boys and Girls Club spaces, afterschool enrichment classes, etc.).
- SELPA: Provided guidance regarding requirements related to students with disabilities and 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 1.3: 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 & 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

Stakeholder 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

The LCAP and SPSA must be aligned. Goals and actions in this SPSA are determined by the LCAP process through data analysis, research-based practices, and input from staff, parents, students, and community members. Detailed information on the stakeholder involvement process can be found in the LCAP stakeholder engagement section and is pasted below. Our LCAP plan has undergone a rigorous process for development, review and approval by parents, staff, board of directors, and Sonoma County Office of Education. Parent, student, staff and community surveys and meeting notes are analyzed at length. Exact language from the LCAP is used throughout the Site Plan.

Expenditures for Title I, II, III, and IV are detailed in this plan and are used for LCAP action items that will improve academic performance and support struggling students are the areas of focus for this particular report. Site Council met to review these expenditures and ensure these items will help to improve student achievement at our school site. Site council also reviewed the entire report for approval.

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 stakeholders 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, researching possible solutions, and developing action plans. These teams also clearly identify the decision-making process as either “consensus” or “informed” solutions. Our

teachers 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 and school leaders work on Cadres, Adhocs and Workgroups. These Accelerated Schools groups will continue to guide next steps as this LCAP evolves over the next three years. In addition to the Accelerated Schools process, proactive steps have been taken to provide staff, parents and community members with opportunities to be engaged in the development of the Local Control and Accountability Plan (LCAP).

District Staff (certificated and classified staff)

- In April, a survey was sent to all staff to inform the development of the Annual Update & the LCAP.
- On 5/10/21, an LCAP Open Forum was held for all district staff members to determine staff member's priorities for the LCAP
- On 5/12/21, a draft of the Annual Update was emailed to all district staff for feedback.
- On 6/9/21, the proposed LCAP that will be presented at a public hearing was emailed to all staff.

Roseland Educator's Association (REA)

- On 5/26/21, the Acting Superintendent and the Director of Curriculum and Assessment met with the REA executive board to review the draft LCAP and seek feedback.

Leadership Team (elementary school site principals, acting superintendent, and directors of special education & curriculum/assessment)

- On 4/27/21, the leadership team met to review local indicator data to inform the LCAP and reviewed stakeholder priorities for the Expanded Learning Opportunity Grant and the LCAP.
- On 5/10/21, the leadership team met to discuss LCAP goals, actions and services, and discuss plans to support implementation.

Joint District English Learner Advisory Committee (DELAC)/Parent Advisory Committee (PAC)

- On 5/12/21 and 6/7/21, the joint DELAC/PAC met to provide input on the Annual Update and LCAP goals, actions and services.

Parents

- Parents were surveyed to inform local indicator data and goals, actions & services related to equity and parent involvement in January 2021.
- Parents were surveyed to inform the Annual Update, LCAP goals, and priorities for budget, actions and services in April 2021.

Students

- Third-sixth grade students were surveyed to inform priorities for LCAP goals, actions and services in May 2021.
- TK-second grade students participated in focus groups from 5/3/21 - 5/12/21 to inform priorities for LCAP goals, actions and services

SELPA

- On 6/2/21, 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.

School Site Council

- Site Councils met to discuss SPSA at two different meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.73%	0.59%	0.2%	4	3	1
African American	0.36%	0.59%	0.4%	2	3	2
Asian	1.28%	1.18%	1.0%	7	6	5
Filipino	0.36%	0%	%	2	0	
Hispanic/Latino	92.35%	93.9%	95.3%	507	477	465
Pacific Islander	%	0%	%		0	
White	2.55%	2.36%	2.9%	14	12	14
Multiple/No Response	2.37%	1.38%	0.2%	13	7	1
			Total Enrollment	549	508	488

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	74	75	72
Grade 1	62	62	59
Grade 2	69	54	61
Grade3	84	61	59
Grade 4	89	87	60
Grade 5	81	92	86
Grade 6	90	77	91
Total Enrollment	549	508	488

Conclusions based on this data:

1. The number of students has declined over the past 3 years.
2. Majority students are Hispanic/Latino

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	435	392	354	79.2%	77.2%	72.5%
Fluent English Proficient (FEP)	42	51	49	7.7%	10.0%	10.0%
Reclassified Fluent English Proficient (RFEP)	15	33	19	3.4%	7.6%	4.8%

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.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	88	88	60	85	85	0	84	85	0	96.6	96.6	0.0
Grade 4	86	87	64	84	81	0	84	81	0	97.7	93.1	0.0
Grade 5	89	77	86	84	74	0	84	74	0	94.4	96.1	0.0
Grade 6	83	91	93	82	85	0	82	85	0	98.8	93.4	0.0
All Grades	346	343	303	335	325	0	334	325	0	96.8	94.8	0.0

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2383.	2390.		7.14	10.59		15.48	16.47		36.90	32.94		40.48	40.00	
Grade 4	2440.	2434.		14.29	7.41		23.81	23.46		27.38	25.93		34.52	43.21	
Grade 5	2466.	2476.		4.76	14.86		28.57	24.32		29.76	27.03		36.90	33.78	
Grade 6	2494.	2502.		3.66	4.71		31.71	31.76		34.15	36.47		30.49	27.06	
All Grades	N/A	N/A	N/A	7.49	9.23		24.85	24.00		32.04	30.77		35.63	36.00	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.95	12.94		51.19	49.41		42.86	37.65	
Grade 4	8.33	8.64		60.71	45.68		30.95	45.68	
Grade 5	4.76	17.57		58.33	52.70		36.90	29.73	
Grade 6	8.54	4.71		52.44	49.41		39.02	45.88	
All Grades	6.89	10.77		55.69	49.23		37.43	40.00	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.71	8.24		40.48	52.94		48.81	38.82	
Grade 4	17.86	11.11		42.86	58.02		39.29	30.86	
Grade 5	11.90	22.97		61.90	45.95		26.19	31.08	
Grade 6	7.32	14.12		53.66	65.88		39.02	20.00	
All Grades	11.98	13.85		49.70	56.00		38.32	30.15	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.33	16.47		70.24	64.71		21.43	18.82	
Grade 4	9.52	6.17		69.05	77.78		21.43	16.05	
Grade 5	9.52	17.57		59.52	63.51		30.95	18.92	
Grade 6	4.88	5.88		70.73	65.88		24.39	28.24	
All Grades	8.08	11.38		67.37	68.00		24.55	20.62	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.10	10.59		54.76	51.76		32.14	37.65	
Grade 4	16.67	4.94		60.71	64.20		22.62	30.86	
Grade 5	10.71	16.22		53.57	45.95		35.71	37.84	
Grade 6	21.95	15.29		51.22	68.24		26.83	16.47	
All Grades	15.57	11.69		55.09	57.85		29.34	30.46	

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. Due to the COVID Pandemic, students have not taken the CAASPP since the Spring of 2019. Our participation rate dipped below 95% in 2018-19. 6th grade students had the lowest participation rate. We have about a little less than third of our students at the met/exceed, a little less third of students at standard nearly met, and a little more than a third of students at standards not met level.

2. Reading has the highest percent of students at the below standard level compared to all claim areas and had the highest increase in the below standard level compared to previous year.

3. Writing has the highest percent of students at the above standard level. Reading has the highest amount of growth in 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	88	88	60	88	87	0	88	87	0	100	98.9	0.0
Grade 4	86	87	64	85	86	0	85	86	0	98.8	98.9	0.0
Grade 5	89	77	86	88	75	0	88	75	0	98.9	97.4	0.0
Grade 6	83	91	93	83	89	0	83	89	0	100	97.8	0.0
All Grades	346	343	303	344	337	0	344	337	0	99.4	98.3	0.0

* 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2399.	2385.		9.09	4.60		13.64	21.84		38.64	28.74		38.64	44.83	
Grade 4	2453.	2442.		11.76	5.81		20.00	18.60		37.65	40.70		30.59	34.88	
Grade 5	2461.	2486.		5.68	16.00		13.64	13.33		31.82	36.00		48.86	34.67	
Grade 6	2512.	2523.		10.84	12.36		19.28	23.60		42.17	44.94		27.71	19.10	
All Grades	N/A	N/A	N/A	9.30	9.50		16.57	19.58		37.50	37.69		36.63	33.23	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.32	10.34		34.09	35.63		46.59	54.02	
Grade 4	24.71	10.47		28.24	40.70		47.06	48.84	
Grade 5	11.36	21.33		26.14	36.00		62.50	42.67	
Grade 6	19.28	24.72		44.58	40.45		36.14	34.83	
All Grades	18.60	16.62		33.14	38.28		48.26	45.10	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.23	12.64		50.00	43.68		39.77	43.68	
Grade 4	11.76	6.98		45.88	46.51		42.35	46.51	
Grade 5	5.68	14.67		38.64	40.00		55.68	45.33	
Grade 6	9.64	6.74		53.01	56.18		37.35	37.08	
All Grades	9.30	10.09		46.80	46.88		43.90	43.03	

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.36	6.90		50.00	42.53		38.64	50.57	
Grade 4	12.94	10.47		48.24	48.84		38.82	40.70	
Grade 5	1.14	13.33		43.18	49.33		55.68	37.33	
Grade 6	13.25	11.24		42.17	62.92		44.58	25.84	
All Grades	9.59	10.39		45.93	51.04		44.48	38.58	

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. Due to the COVID Pandemic, students have not taken the CAASPP since the Spring of 2019. We have had a great participation rate! 29% of students met/exceeded the standard.
2. Of all the claim areas, the highest percentage of students who were at the "below standard" level was in Concepts and Procedures.
3. The highest percentage of students who were at the "above standard" level was in Concepts and Procedures.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1412.3	1420.2	1390.4	1428.5	1436.6	1404.2	1374.2	1381.8	1358.3	68	62	59
1	1467.4	1469.4	1407.2	1471.1	1480.0	1423.5	1463.3	1458.4	1390.4	59	54	50
2	1489.9	1487.7	1442.6	1502.8	1497.9	1439.1	1476.4	1477.0	1445.5	70	62	53
3	1502.1	1489.0	1482.3	1505.7	1480.8	1482.1	1498.0	1496.7	1481.9	72	70	54
4	1522.7	1521.2	1480.2	1524.4	1527.5	1468.7	1520.6	1514.4	1491.4	62	65	49
5	1543.9	1536.1	1516.4	1541.1	1530.4	1513.3	1546.2	1541.3	1519.0	55	45	56
6	1548.3	1516.9	1512.4	1554.6	1505.4	1499.2	1541.3	1527.9	1525.1	46	51	56
All Grades										432	409	377

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.88	12.90	6.90	27.94	41.94	34.48	25.00	35.48	22.41	16.18	9.68	36.21	68	62	58
1	42.37	11.11	2.00	25.42	48.15	18.00	22.03	33.33	34.00	*	7.41	46.00	59	54	50
2	45.71	12.90	0.00	44.29	61.29	28.30	*	19.35	58.49	*	6.45	13.21	70	62	53
3	15.28	11.43	5.66	52.78	45.71	41.51	19.44	25.71	35.85	*	17.14	16.98	72	70	53
4	30.65	27.69	8.70	50.00	50.77	30.43	*	12.31	36.96	*	9.23	23.91	62	65	46
5	56.36	26.67	20.00	34.55	44.44	29.09	*	22.22	34.55	*	6.67	16.36	55	45	55
6	36.96	17.65	11.11	43.48	45.10	35.19	*	21.57	38.89	*	15.69	14.81	46	51	54
All Grades	36.11	16.87	7.86	40.05	48.41	31.17	15.28	24.21	37.13	8.56	10.51	23.85	432	409	369

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	39.71	24.19	5.17	26.47	43.55	46.55	19.12	22.58	22.41	*	9.68	25.86	68	62	58
1	52.54	35.19	8.00	27.12	44.44	16.00	*	12.96	48.00	*	7.41	28.00	59	54	50
2	74.29	38.71	5.66	18.57	41.94	24.53	*	14.52	60.38	*	4.84	9.43	70	62	53
3	50.00	30.00	26.42	26.39	38.57	41.51	15.28	21.43	20.75	*	10.00	11.32	72	70	53
4	67.74	53.85	17.39	24.19	35.38	34.78	*	6.15	23.91	*	4.62	23.91	62	65	46
5	76.36	46.67	38.18	*	37.78	38.18	*	8.89	16.36	*	6.67	7.27	55	45	55
6	63.04	33.33	11.11	30.43	45.10	59.26	*	5.88	18.52	*	15.69	11.11	46	51	54
All Grades	59.95	37.16	15.99	24.07	40.83	37.67	9.26	13.69	29.81	6.71	8.31	16.53	432	409	369

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.68	6.90	16.18	11.29	6.90	45.59	53.23	46.55	23.53	25.81	39.66	68	62	58
1	28.81	11.11	0.00	30.51	29.63	22.00	20.34	31.48	12.00	20.34	27.78	66.00	59	54	50
2	25.71	1.61	0.00	40.00	45.16	20.75	20.00	41.94	52.83	*	11.29	26.42	70	62	53
3	*	11.43	3.77	30.56	28.57	24.53	45.83	37.14	43.40	20.83	22.86	28.30	72	70	53
4	*	7.69	0.00	46.77	41.54	30.43	32.26	36.92	32.61	*	13.85	36.96	62	65	46
5	36.36	13.33	14.55	45.45	22.22	12.73	*	51.11	36.36	*	13.33	36.36	55	45	55
6	23.91	5.88	5.56	26.09	43.14	25.93	23.91	25.49	44.44	26.09	25.49	24.07	46	51	54
All Grades	19.44	8.56	4.61	33.56	31.78	20.05	29.40	39.61	38.75	17.59	20.05	36.59	432	409	369

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	52.94	17.74	12.07	38.24	74.19	60.34	*	8.06	27.59	68	62	58
1	54.24	66.67	20.00	33.90	31.48	62.00	*	1.85	18.00	59	54	50
2	62.86	30.65	9.43	30.00	64.52	84.91	*	4.84	5.66	70	62	53
3	33.33	14.29	28.30	55.56	68.57	58.49	*	17.14	13.21	72	70	53
4	40.32	44.62	37.78	54.84	53.85	48.89	*	1.54	13.33	62	65	45
5	61.82	26.67	23.64	32.73	64.44	63.64	*	8.89	12.73	55	45	55
6	43.48	15.69	16.98	47.83	56.86	71.70	*	27.45	11.32	46	51	53
All Grades	49.77	30.56	20.71	41.90	59.66	64.58	8.33	9.78	14.71	432	409	367

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.18	25.81	5.17	35.29	61.29	67.24	23.53	12.90	27.59	68	62	58
1	61.02	12.96	4.17	33.90	74.07	52.08	*	12.96	43.75	59	54	48
2	82.86	48.39	6.00	*	48.39	74.00	*	3.23	20.00	70	62	50
3	65.28	42.86	30.00	27.78	45.71	54.00	*	11.43	16.00	72	70	50
4	80.65	58.46	17.39	*	33.85	54.35	*	7.69	28.26	62	65	46
5	87.27	60.00	50.91	*	28.89	38.18	*	11.11	10.91	55	45	55
6	91.30	47.06	33.96	*	37.25	52.83	*	15.69	13.21	46	51	53
All Grades	71.53	42.05	21.39	20.37	47.43	56.11	8.10	10.51	22.50	432	409	360

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.45	7.02	69.12	72.58	57.89	17.65	20.97	35.09	68	62	57
1	38.98	24.07	10.00	37.29	40.74	30.00	23.73	35.19	60.00	59	54	50
2	28.57	6.45	11.32	48.57	79.03	58.49	22.86	14.52	30.19	70	62	53
3	*	7.14	1.96	56.94	57.14	58.82	41.67	35.71	39.22	72	70	51
4	*	6.15	0.00	66.13	67.69	62.22	20.97	26.15	37.78	62	65	45
5	25.45	15.56	18.18	65.45	62.22	43.64	*	22.22	38.18	55	45	55
6	23.91	3.92	9.26	36.96	50.98	37.04	39.13	45.10	53.70	46	51	54
All Grades	19.91	9.54	8.49	55.09	62.10	49.59	25.00	28.36	41.92	432	409	365

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	23.53	17.74	15.52	47.06	51.61	25.86	29.41	30.65	58.62	68	62	58
1	27.12	11.11	0.00	59.32	68.52	36.00	*	20.37	64.00	59	54	50
2	34.29	16.13	0.00	58.57	75.81	66.04	*	8.06	33.96	70	62	53
3	23.61	21.43	11.54	63.89	65.71	61.54	*	12.86	26.92	72	70	52
4	29.03	24.62	4.35	59.68	61.54	67.39	*	13.85	28.26	62	65	46
5	60.00	24.44	5.45	34.55	64.44	80.00	*	11.11	14.55	55	45	55
6	*	41.18	14.81	76.09	43.14	77.78	*	15.69	7.41	46	51	54
All Grades	31.02	22.00	7.61	56.71	61.86	58.97	12.27	16.14	33.42	432	409	368

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. Less students tested in 2018-2019

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 or Intervention increases as the grade levels increase.
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 who are Socioeconomically Disadvantaged, English learners, and Students With Disabilities have a higher percentage of students in Urgent Intervention than All Students.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
488	**93.0**	**72.5**	**2.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	354	72.5
Foster Youth	13	2.7
Homeless		
Socioeconomically Disadvantaged	454	93.0
Students with Disabilities	65	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian or Alaska Native	1	0.2
Asian	5	1.0
Filipino		
Hispanic	465	95.3
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	14	2.9

Conclusions based on this data:

1. 90.9% of our students are considered Socioeconomically Disadvantaged
2. 77.2% of our students are considered English Learner students

3. 93.9% of our students are Hispanic

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to the COVID Pandemic, the CA Dashboard is incomplete and does not have updated data in some areas.
2. We have 3 areas at Orange (Suspension Rate, Mathematics, Chronic Absenteeism).
3. We plan to continue our LCAP work to improve these areas.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
34.7 points below standard	41 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.3 points	Increased +3.3 points	8
316	274	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	36.1 points below standard	79.8 points below standard
4	Increased +4.1 points	Increased Significantly +32.3 points
	302	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	2	5	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
36.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.5 points	8		6
292			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
64 points below standard	30 points above standard	6.1 points above standard
Declined -9.6 points	Increased +9.9 points	Increased +4.9 points
207	67	41

Conclusions based on this data:

1. We increased slightly in nearly all areas.
2. Students with disabilities increased significantly.
3. Over a 3 year period we have increased by 10 points.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
39.1 points below standard	44.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained +1.1 points	Maintained +2.8 points	8
316	274	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	39.3 points below standard	87.6 points below standard
4	Increased +3.3 points	Increased +11.3 points
	302	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 42.4 points below standard Maintained +2.1 points 292	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
64.6 points below standard Declined -9.1 points 207	17.3 points above standard Increased +12.6 points 67	3.2 points below standard Declined -6.5 points 41

Conclusions based on this data:

1. All subgroups increased. EL and EO students declined.
2. Students with disabilities increased 11 points.
3. In 2018, 4 subgroups were in Orange and we improved in 2019 to only 2 subgroups in orange and 2 in yellow. Over a 3 year period we improved 3 points.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.3 making progress towards English language proficiency
Number of EL Students: 323
Performance Level: Low

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.

2019 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
26.6	30.0	7.1	36.2

Conclusions based on this data:

1. 36.2% of students increased at least one ELPI level.
2. 26.6% of students decreased one ELPI Level.
3. We are at "Low" status and only need an increase of 3% to get to Medium Status.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
6.3	7	0
Increased +0.8	Increased +2.5	Maintained 0
575	456	12
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	6.4	7.9
4	Increased +0.9	Increased +1.6
	544	76

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	5	7	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
6.6	7.7	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +1.3	Declined -5.6	0	Declined -10
530	13		15

Conclusions based on this data:

1. All student groups maintained or increased their chronic absenteeism rate.
2. All students were at the orange level.
3. We need to decrease by 0.5% to obtain Green

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2	1.7	8.3
Increased +0.6	Increased +0.7	Increased +8.3
587	465	12

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not	1.8	2.6
5	Increased +0.3	Increased +2.6
	552	77

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
4	5	7	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
1.8	15.4		0
Increased +0.4	Increased +15.4		Declined -4.8
541	13		15

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	2

Conclusions based on this data:

1. All students and subgroups are at the orange level and increased.
2. All suspension rates are under 3% (which is good).
3. 2017 had really low suspension rates and so the small increase in 2018 and 2019 resulted in orange, however, the suspension rate is relatively low.

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

Student Achievement

LEA/LCAP Goal

Increase student achievement for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs.

Goal 1

Increase student achievement for all students, with an emphasis on closing the achievement gap and attaining equity for English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs.

Identified Need

On the 2019 Roseland School District CA Dashboard, the state indicators for which overall performance was in the "Red" or "Orange" performance category was: Chronic Absenteeism was in "Orange" and we had no indicators in "Red". The steps we are planning to take address these areas are: The district will closely monitor chronic absenteeism and provide additional services as necessary for students at risk of chronic absenteeism. Additional services may include school counseling (action 2.2), assistance with transportation (action 3.6), help accessing community resources (action 2.2), and implementation of a chronic absenteeism plan (action 2.8).

There were no local indicators where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. There were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Although the performance of students with disabilities in the English Language Arts SBAC increased between 2018 and 2019, the performance for this group remained "Very Low" on the 2019 Dashboard. Following CDE compliance requirements, the District developed a Special Education Plan (SEP) targeting greater achievement in ELA for students with disabilities. Increasing time spent by students with disabilities in the least restrictive environment (LRE) is also an area of identified need and an SEP was developed to target this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts: CA Dashboard Academic Indicator- Smarter Balanced (SBAC) Status: average distance from level 3 Change: difference from the year prior Color: performance color	2019 Dashboard: Status: 36 Below Change: Increase 2 points Color: Orange	2021 Dashboard: Status: 33 Below Change: Increase 3 points Color: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts (English Learner)	2019 Dashboard: Status: 42 Below Change: Increase 2 points Color: Orange	2021 Dashboard: Status: 39 Below Change: Increase 3 points Color: Yellow
English Language Arts (Hispanic)	2019 Dashboard: Status: 38 Below Change: Increase 3 points Color: Yellow	2021 Dashboard: Status: 35 Below Change: Increase 3 points Color: Yellow
English Language Arts (Socio Economically Disadvantaged)	2019 Dashboard: Status: 37 Below Change: Increase 3 points Color: Orange	2021 Dashboard: Status: 34 Below Change: Increase 3 points Color: Yellow
Mathematics CA Dashboard Academic Indicator- Smarter Balanced (SBAC)	2019 Dashboard: Status: 39 Below Change: Increase 1 point Color: Orange	2021 Dashboard: Status: 36 Below Change: Increase 3 points Color: Yellow
Mathematics (English Learner)	2019 Dashboard: Status: 45 Below Change: Increase 3 points Color: Orange	2021 Dashboard: Status: 42 Below Change: Increase 3 points Color: Yellow
Mathematics (Hispanic)	2019 Dashboard: Status: 42 Below Change: Increase 2 points Color: Orange	2021 Dashboard: Status: 39 Below Change: Increase 3 points Color: Yellow
Mathematics (Socio Economically Disadvantaged)	2019 Dashboard: Status: 39 Below Change: Increase 3 points Color: Yellow	2021 Dashboard: Status: 36 Below Change: Increase 3 points Color: Yellow
English Learner Progress CA Dashboard Academic Indicator ELs making progress towards English Language Proficiency	2019 Dashboard: 43%	2021 Dashboard: 46%

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)
26,126	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Centralized-Professional Development
10,146	Title III 5800: Professional/Consulting Services And Operating Expenditures Centralized-Professional Development
9537	Title I 5800: Professional/Consulting Services And Operating Expenditures Centralized-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)
21,131	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Centralized--Curriculum and Assessment Coordinator

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)
13,309	Title I Centralized
2,763	Title II Part A: Improving Teacher Quality Centralized
15,419	Title III Centralized
2,369	Title IV Part A: Student Support and Academic Enrichment Centralized

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)

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).

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.

1.4 Implementation of standards

- Ensure all students, including English Learners and students with exceptional needs, are receiving 200 minutes of physical education every ten days.
- 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.
- Implement 2019 Special Education Plan targeting increased achievement in SBAC English Language Arts for students with disabilities.

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.

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.

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

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)

Strategy/Activity 6

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 7

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)
	See LCAP

Strategy/Activity 8

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 9

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 10

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 11

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 12

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: 2020-21

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.

Due to the COVID-19 Pandemic, many of the actions had to be modified to support students during distance learning. Our professional development centered on moving school to a virtual format and how to support students in times of crisis. We maintained our tech devices so that all students had access to a Chromebook while learning at home.

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

Action step 1.3- Costs for professional development were less than anticipated due to the COVID Pandemic

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

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.

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

On the 2019 Roseland School District CA Dashboard, the state indicators for which overall performance was in the "Red" or "Orange" performance category was: Chronic Absenteeism was in "Orange" and we had no indicators in "Red". The steps we are planning to take address these areas are: The district will closely monitor chronic absenteeism and provide additional services as necessary for students at risk of chronic absenteeism. Additional services may include school counseling (action 2.2), assistance with transportation (action 3.6), help accessing community resources (action 2.2), and implementation of a chronic absenteeism plan (action 2.8).

There were no local indicators where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. There were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Although the performance of students with disabilities in the English Language Arts SBAC increased between 2018 and 2019, the performance for this group remained "Very Low" on the 2019 Dashboard. Following CDE compliance requirements, the District developed a Special Education Plan (SEP) targeting greater achievement in ELA for students with disabilities. Increasing time spent by students with disabilities in the least restrictive environment (LRE) is also an area of identified need and an SEP was developed to target this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebook inventory	100% of 1st-6th students will have 1:1 access to Chromebooks in the classroom.	100% of 1st-6th students will have 1:1 access to Chromebooks in the classroom.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Smarter Balanced (SBAC) English Language Arts	2019 Dashboard: Status: 36 Below Change: Increase 2 points Color: Orange	2021 Dashboard: Status: 33 Below Change: Increase 3 points Color: Yellow
CA Dashboard- SBAC Mathematics average distance from level 3	2019 Dashboard: Status: 39 Below Change: Increase 1 points Color: Orange	2021 Dashboard: Status: 36 Below Change: Increase 3 points Color: Orange

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)
362,887	Title I

	1000-1999: Certificated Personnel Salaries Centralized

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

LCAP 2.5:

- Implement ELD action plan.
- Provide additional staff, services, & materials for English Learner Students:
- Support for newcomer students via digital language learning software or applications
- 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
- Additional materials, services 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.
- Ensure district office and school office staff are bilingual to meet the needs of English learner families.

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)
5,411	Title III Immigrant Education Program 5000-5999: Services And Other Operating Expenditures Centralized

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

LCAP 2.6:

- Provide funding for site-based intervention/tutoring:
- Early Literacy Intervention
- Math and/or Reading/Language Arts tutoring based on site determined needs
- English Learners, including academic support and language support

- Each school site will implement an incentive plan to encourage summer reading.

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)
137,816	Title III 5000-5999: Services And Other Operating Expenditures Centralized

Strategy/Activity 5

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

Other LCAP actions that don't use federal funding:

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 2.7 After-school & 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 actions/services above)

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

Strategy/Activity 6
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: 2020-21

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.

Due to the COVID-19 Pandemic, many of the actions had to be modified to support students during distance learning. We maintained our leadership and support staff throughout the year. Our counselors met with students and their families virtually. Our ELD Plan was modified to support English learners virtually. With COVID relief funding, we hired Intervention Teachers to support the intervention plan, including the Early Literacy Action Plan.

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

The budget was significantly impacted by the COVID Pandemic due to moving all services to virtual. We moved from in-person to virtual very quickly and modified/updated our programs to meet the needs of students along the way.

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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

Facilities and Basic Services

LEA/LCAP Goal

Provide well-maintained facilities conducive to 21st century learning and other basic/district services that support daily operations of the school sites.

Goal 4

Provide well-maintained facilities conducive to 21st century learning and other basic/district services that support daily operations of the school sites.

Identified Need

State Priority: Priority 1: Basic (Conditions of Learning), Priority 6: School Climate (Engagement)

- In the 2015-16, Healthy Kids Survey, 89% of students reported that they felt safe at school most or all of the time
- In 2015-16, using the Facilities Inspection Tool, all schools were rated as in Good or Exemplary Repair.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See LCAP		

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)

See LCAP

Strategy/Activity

4A.1 Ensure that facilities are well maintained and meet the needs of 21st century learners. Provide funding for custodial, maintenance, repairs, utilities, supplies, etc.
4A.2 Ensure students are safe on campus (yard duties/instructional assistant supervision/crossing guards).
4A.3 Maintain district office and school office staff
4A.4 Provide school site/classroom budgets for basic supplies, materials and services.
4A.5 Continue to provide funding to maintain Roseland School District Board of Trustees (Health and Welfare benefits, meeting costs, trainings, supplies, and services as needed).
4A.6 Continue to fund other ongoing necessary services and supplies to operate school sites and the district, including: legal, auditing, membership fees, postage, mileage, printing, equipment

rentals, negotiations costs, educational consultants, startup funds, materials & incentives, etc., as well as related employee supplemental pay.
4A.8 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.
4A.10 Provide funds to pay long-term debt for gym/community room on RAMS/Sheppard campus.
4A.11 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.
4A.12 Implement school safety plans, including preparedness for emergency situations (trainings on procedures, drills, 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)
	See LCAP

Annual Review

SPSA Year Reviewed: 2020-21

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.

NA

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

NA

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.

NA

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$606,914.00

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	$385,733.00
Title II Part A: Improving Teacher Quality	$28,889.00
Title III	$163,381.00
Title III Immigrant Education Program	$5,411.00
Title IV Part A: Student Support and Academic Enrichment	$23,500.00

Subtotal of additional federal funds included for this school: $606,914.00

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $606,914.00

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	79,338	-306,395.00
Title II Part A: Improving Teacher Quality		
Title III	23,874.00	-139,507.00
Title III Immigrant Education Program		

Expenditures by Funding Source

Funding Source	Amount
Title I	385,733.00
Title II Part A: Improving Teacher Quality	28,889.00
Title III	163,381.00
Title III Immigrant Education Program	5,411.00
Title IV Part A: Student Support and Academic Enrichment	23,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	31,491.00
1000-1999: Certificated Personnel Salaries	362,887.00
4000-4999: Books And Supplies	21,131.00
5000-5999: Services And Other Operating Expenditures	143,227.00
5800: Professional/Consulting Services And Operating Expenditures	45,809.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	13,309.00

1000-1999: Certificated Personnel Salaries	Title I	362,887.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,537.00
	Title II Part A: Improving Teacher Quality	2,763.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	26,126.00
	Title III	15,419.00
5000-5999: Services And Other Operating Expenditures	Title III	137,816.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,146.00
5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	5,411.00
	Title IV Part A: Student Support and Academic Enrichment	2,369.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	21,131.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,800.00
Goal 2	506,114.00

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

8 Parent or Community Members

Name of Members	Role
Michelle Leisen	Principal
Ramona Alcala	Other School Staff
Luz Selene Lugo	Parent or Community Member
Nanci Carlos	Parent or Community Member
Irma Rangel	Parent or Community Member
Silvia Flores	Parent or Community Member
Blanca Castaneda	Parent or Community Member
Tony Tapia	Classroom Teacher
Jose Alcala	Parent or Community Member
Belinda Aguilar	Parent or Community Member
Sandra Hernandez	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	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, Michelle Leisen on

SSC Chairperson, Michelle Leisen 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.

Stakeholder 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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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/

Developed by the California Department of Education, January 2019