School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Roseland Elementary | 49-70904-6052088 | April 28, 2025 | May 21, 2025 |

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

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

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

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

This plan is being used by Roseland School District & Roseland Charter School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

This plan is being used by Roseland School District & Roseland Charter School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

# Educational Partner Involvement

How, when, and with whom did Roseland School District & Roseland Charter 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**

Roseland Public Schools are dedicated to ensuring that the school community is aware of and involved in the educational processes and decisions that will affect overall student academic, physical and emotional growth. The Accelerated School governance system utilizes a collaborative process of decision-making PreK-12. The Accelerated Schools process began over 20 years ago in Roseland Public Schools and includes a systematic means of continuously looking at our challenges and including all educational partners (parents/guardians, students, and staff) in investigating the root causes of the challenges. Next, based on the type of identified challenge, staff members either form Cadres, Adhocs or Workgroups each following a systematic means of stating the challenge, hypothesizing what the root cause of the challenge may be and developing action plans. These teams also clearly identify the decision-making process as either "consensus" or "informed" solutions. Our staff routinely take a leadership role in making "big wheel" decisions that affect the academic success of our students. Much of what is reflected in this LCAP is a result of teachers, staff and school leaders work on Cadres, Adhocs and Workgroups, while utilizing an inquiry process that involves all educational partners . These Accelerated Schools groups will continue to guide next steps as this LCAP evolves over time. In addition to the Accelerated Schools process, proactive steps have been taken to provide students, parents, and staff with opportunities to be engaged in the development of the Local Control and Accountability Plan (LCAP). Engagement required by CA Education Code 52062:

- Parent Advisory Committee (Feb., March, May 2024): Membership consists of the majority being parents/guardians including parents of low-income, EL, and foster youth students. Membership also includes parents/guardians of currently enrolled SWDs. Parents participated in a roundtable discussion where they shared their desires about the areas they wanted to see highlighted in the plan. The Parent Advisory Committee reviewed and provided feedback of the LCAP.
- Public Notification (June 2024): The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
- School Plans: As a single school district, our LCAP serves as our school plan OR The SPSA is developed in conjunction with the School Site Council and is aligned with the LCAP.
- SELPA (May 2024): The superintendent consulted with its special education local plan area administrator 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 individuals with exceptional needs.
- Public Hearing (June 2024): The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) 2024-25 Local Control and Accountability Plan for Roseland School District
- LCAP Adoption: Public Meeting (June 2024) The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day, as the public hearing. This meeting was the same meeting where the governing board adopted a budget.

Additional engagement:
Teachers/certificated staff provided input on LCAP in the following ways:

- YouthTruth survey (Jan. 2024)
- Staff LCAP meetings (March 2024)

- LCAP staff survey (April 2024)
- Local bargaining unit meeting (April 2024)

Administrators provided input on the LCAP through Leadership Team Meetings in Feb., March, April and May

Students provided input on the LCAP in the following ways:
- YouthTruth survey (Jan. 2024)
- Focus groups meetings (April/May 2024)

Classified staff provided input on the LCAP in the following ways:
- YouthTruth survey (Jan 2024)
- Staff LCAP meetings (March 2024)
- LCAP staff survey (April 2024)

Parents/guardians provided input on the LCAP in the following ways:
- YouthTruth Survey (Jan. 2024)
- DELAC/Parent Advisory Committee Meetings in Feb., March, and May

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Roseland Elementary was in the "Red" category for ELPI and "Orange" for ELA.

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

Roseland Creek did not have ay student groups that performed two or more performance levels below the "all student" performance in any area.

## Other Needs

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

See each goal for specific metrics

# School and Student Performance Data

## Student Enrollment

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

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **American Indian** | 0.21% | 0.23% | 0.68% | 1 | 1 | 3 |
| **African American** | 0.85% | 0.46% | 0.23% | 4 | 2 | 1 |
| **Asian** | 0.85% | 0.7% | 0.68% | 4 | 3 | 3 |
| **Filipino** | % | 0% | 0.23% | | 0 | 1 |
| **Hispanic/Latino** | 94.67% | 95.59% | 95.92% | 444 | 412 | 423 |
| **Pacific Islander** | % | 0% | % | | 0 | |
| **White** | 3.20% | 2.55% | 1.36% | 15 | 11 | 6 |
| **Multiple** | 0.21% | 0.46% | 0.91% | 1 | 2 | 4 |
| | | | **Total Enrollment** | 469 | 431 | 441 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| **Kindergarten** | 85 | 75 | 60 |
| **Grade 1** | 67 | 68 | 58 |
| **Grade 2** | 51 | 65 | 64 |
| **Grade3** | 66 | 50 | 71 |
| **Grade 4** | 54 | 67 | 43 |
| **Grade 5** | 59 | 51 | 63 |
| **Grade 6** | 87 | 55 | 57 |
| **Total Enrollment** | 469 | 431 | 441 |

**Conclusions based on this data:**

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

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **English Learners** | 360 | 344 | 348 | 72.50% | 76.8% | 78.9% |
| **Fluent English Proficient (FEP)** | 39 | 26 | 34 | 10.00% | 8.3% | 7.7% |
| **Reclassified Fluent English Proficient (RFEP)** | 29 | 15 | | 5.4% | 6.2% | |

**Conclusions based on this data:**

1. A large percentage of our student population are English Language Learners. It is important to ensure our ELs are provided with the support.
2. Our percentage of ELs has increased slightly.
3. The percentage FEP students has declined.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 66 | 47 | 70 | 64 | 44 | 61 | 64 | 44 | 61 | 97.0 | 93.6 | 87.1 |
| Grade 4 | 57 | 65 | 45 | 55 | 64 | 41 | 55 | 64 | 41 | 96.5 | 98.5 | 91.1 |
| Grade 5 | 58 | 55 | 63 | 58 | 54 | 61 | 58 | 54 | 61 | 100.0 | 98.2 | 96.8 |
| Grade 6 | 91 | 53 | 58 | 89 | 52 | 53 | 89 | 52 | 53 | 97.8 | 98.1 | 91.4 |
| All Grades | 272 | 220 | 236 | 266 | 214 | 216 | 266 | 214 | 216 | 97.8 | 97.3 | 91.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2371. | 2385. | 2388. | 9.38 | 6.82 | 9.84 | 10.94 | 20.45 | 18.03 | 26.56 | 29.55 | 26.23 | 53.13 | 43.18 | 45.90 |
| Grade 4 | 2438. | 2414. | 2424. | 9.09 | 9.38 | 9.76 | 23.64 | 12.50 | 12.20 | 29.09 | 28.13 | 36.59 | 38.18 | 50.00 | 41.46 |
| Grade 5 | 2477. | 2487. | 2481. | 12.07 | 14.81 | 14.75 | 29.31 | 20.37 | 29.51 | 22.41 | 40.74 | 26.23 | 36.21 | 24.07 | 29.51 |
| Grade 6 | 2478. | 2477. | 2496. | 4.49 | 5.77 | 3.77 | 20.22 | 25.00 | 37.74 | 38.20 | 23.08 | 26.42 | 37.08 | 46.15 | 32.08 |
| All Grades | N/A | N/A | N/A | 8.27 | 9.35 | 9.72 | 20.68 | 19.16 | 25.00 | 30.08 | 30.37 | 28.24 | 40.98 | 41.12 | 37.04 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 7.81 | 13.64 | 9.84 | 62.50 | 59.09 | 63.93 | 29.69 | 27.27 | 26.23 |
| Grade 4 | 9.09 | 12.50 | 9.76 | 78.18 | 59.38 | 60.98 | 12.73 | 28.13 | 29.27 |
| Grade 5 | 8.62 | 12.96 | 11.48 | 65.52 | 77.78 | 63.93 | 25.86 | 9.26 | 24.59 |
| Grade 6 | 6.74 | 7.69 | 9.43 | 52.81 | 44.23 | 56.60 | 40.45 | 48.08 | 33.96 |
| All Grades | 7.89 | 11.68 | 10.19 | 63.16 | 60.28 | 61.57 | 28.95 | 28.04 | 28.24 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 6.25 | 4.55 | 3.28 | 51.56 | 61.36 | 55.74 | 42.19 | 34.09 | 40.98 |
| Grade 4 | 7.27 | 3.13 | 2.44 | 65.45 | 56.25 | 65.85 | 27.27 | 40.63 | 31.71 |
| Grade 5 | 6.90 | 3.70 | 13.11 | 65.52 | 72.22 | 62.30 | 27.59 | 24.07 | 24.59 |
| Grade 6 | 5.62 | 5.77 | 3.77 | 52.81 | 57.69 | 66.04 | 41.57 | 36.54 | 30.19 |
| All Grades | 6.39 | 4.21 | 6.02 | 57.89 | 61.68 | 62.04 | 35.71 | 34.11 | 31.94 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 1.56 | 2.27 | 6.56 | 73.44 | 79.55 | 75.41 | 25.00 | 18.18 | 18.03 |
| Grade 4 | 5.45 | 3.13 | 9.76 | 72.73 | 79.69 | 68.29 | 21.82 | 17.19 | 21.95 |
| Grade 5 | 10.34 | 14.81 | 16.39 | 72.41 | 70.37 | 67.21 | 17.24 | 14.81 | 16.39 |
| Grade 6 | 8.99 | 3.85 | 5.66 | 69.66 | 78.85 | 79.25 | 21.35 | 17.31 | 15.09 |
| All Grades | 6.77 | 6.07 | 9.72 | 71.80 | 77.10 | 72.69 | 21.43 | 16.82 | 17.59 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 7.81 | 4.55 | 9.84 | 56.25 | 68.18 | 68.85 | 35.94 | 27.27 | 21.31 |
| Grade 4 | 9.09 | 7.81 | 9.76 | 70.91 | 70.31 | 60.98 | 20.00 | 21.88 | 29.27 |
| Grade 5 | 13.79 | 16.67 | 18.03 | 65.52 | 61.11 | 62.30 | 20.69 | 22.22 | 19.67 |
| Grade 6 | 7.87 | 13.46 | 7.55 | 76.40 | 63.46 | 75.47 | 15.73 | 23.08 | 16.98 |
| All Grades | 9.40 | 10.75 | 11.57 | 68.05 | 65.89 | 67.13 | 22.56 | 23.36 | 21.30 |

**Conclusions based on this data:**

1. We have maintained our high participation rate.
2. Writing has the highest percent of students at the below standard.

3. Research/Inquiry has the highest percent of students at the above standard level.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 66 | 47 | 70 | 65 | 44 | 69 | 65 | 44 | 69 | 98.5 | 93.6 | 98.6 |
| Grade 4 | 57 | 65 | 45 | 56 | 65 | 45 | 56 | 65 | 43 | 98.2 | 100.0 | 100 |
| Grade 5 | 58 | 55 | 63 | 58 | 55 | 63 | 58 | 55 | 63 | 100.0 | 100.0 | 100 |
| Grade 6 | 91 | 54 | 58 | 91 | 54 | 55 | 91 | 54 | 54 | 100.0 | 100.0 | 94.8 |
| All Grades | 272 | 221 | 236 | 270 | 218 | 232 | 270 | 218 | 229 | 99.3 | 98.6 | 98.3 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2379. | 2416. | 2404. | 6.15 | 6.82 | 11.59 | 13.85 | 38.64 | 20.29 | 43.08 | 25.00 | 28.99 | 36.92 | 29.55 | 39.13 |
| Grade 4 | 2420. | 2437. | 2446. | 1.79 | 6.15 | 4.65 | 17.86 | 18.46 | 25.58 | 35.71 | 43.08 | 41.86 | 44.64 | 32.31 | 27.91 |
| Grade 5 | 2454. | 2480. | 2481. | 1.72 | 7.27 | 17.46 | 12.07 | 18.18 | 7.94 | 34.48 | 45.45 | 33.33 | 51.72 | 29.09 | 41.27 |
| Grade 6 | 2474. | 2467. | 2489. | 4.40 | 5.56 | 3.70 | 14.29 | 14.81 | 20.37 | 32.97 | 27.78 | 33.33 | 48.35 | 51.85 | 42.59 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 3.70 | 6.42 | 10.04 | 14.44 | 21.56 | 17.90 | 36.30 | 36.24 | 33.62 | 45.56 | 35.78 | 38.43 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **Grade 3** | 7.69 | 11.36 | 14.49 | 56.92 | 59.09 | 49.28 | 35.38 | 29.55 | 36.23 |
| **Grade 4** | 5.36 | 7.69 | 4.65 | 41.07 | 58.46 | 60.47 | 53.57 | 33.85 | 34.88 |
| **Grade 5** | 1.72 | 10.91 | 20.63 | 56.90 | 60.00 | 46.03 | 41.38 | 29.09 | 33.33 |
| **Grade 6** | 6.59 | 11.11 | 7.41 | 49.45 | 31.48 | 53.70 | 43.96 | 57.41 | 38.89 |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 5.56 | 10.09 | 12.66 | 51.11 | 52.29 | 51.53 | 43.33 | 37.61 | 35.81 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **Grade 3** | 6.15 | 9.09 | 13.04 | 53.85 | 63.64 | 46.38 | 40.00 | 27.27 | 40.58 |
| **Grade 4** | 3.57 | 7.69 | 2.33 | 46.43 | 50.77 | 60.47 | 50.00 | 41.54 | 37.21 |
| **Grade 5** | 3.45 | 5.45 | 12.70 | 53.45 | 60.00 | 49.21 | 43.10 | 34.55 | 38.10 |
| **Grade 6** | 3.30 | 5.56 | 5.56 | 46.15 | 50.00 | 51.85 | 50.55 | 44.44 | 42.59 |
| **All Grades** | 4.07 | 6.88 | 9.17 | 49.63 | 55.50 | 51.09 | 46.30 | 37.61 | 39.74 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **Grade 3** | 7.69 | 13.64 | 14.49 | 64.62 | 68.18 | 59.42 | 27.69 | 18.18 | 26.09 |
| **Grade 4** | 3.57 | 10.77 | 9.30 | 62.50 | 60.00 | 65.12 | 33.93 | 29.23 | 25.58 |
| **Grade 5** | 1.72 | 1.82 | 7.94 | 56.90 | 81.82 | 68.25 | 41.38 | 16.36 | 23.81 |
| **Grade 6** | 4.40 | 5.56 | 3.70 | 61.54 | 66.67 | 64.81 | 34.07 | 27.78 | 31.48 |
| **All Grades** | 4.44 | 7.80 | 9.17 | 61.48 | 68.81 | 64.19 | 34.07 | 23.39 | 26.64 |

**Conclusions based on this data:**

1. We have maintained a high participation rate.
2. Overall math scores for Exceeded or Met Standard have remained about the same.
3. The highest percentage of students who were below standard were in Problem Solving & Modeling/Data Analysis.

# School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 1416.3 | 1411.5 | 1384.2 | 1437.8 | 1421.8 | 1395.1 | 1366.0 | 1387.2 | 1358.4 | 61 | 63 | 73 |
| 1 | 1428.6 | 1436.0 | 1421.0 | 1457.5 | 1460.3 | 1438.6 | 1399.2 | 1411.3 | 1402.8 | 53 | 50 | 48 |
| 2 | 1459.9 | 1457.1 | 1457.3 | 1471.6 | 1482.8 | 1464.4 | 1447.9 | 1430.9 | 1449.8 | 42 | 56 | 58 |
| 3 | 1485.6 | 1486.2 | 1473.7 | 1482.1 | 1485.3 | 1475.7 | 1488.7 | 1486.7 | 1471.2 | 55 | 36 | 58 |
| 4 | 1515.8 | 1500.9 | 1495.9 | 1507.5 | 1491.0 | 1495.9 | 1523.7 | 1510.4 | 1495.6 | 49 | 51 | 33 |
| 5 | 1529.5 | 1531.4 | 1535.7 | 1522.7 | 1519.8 | 1544.3 | 1535.7 | 1542.5 | 1526.8 | 41 | 34 | 45 |
| 6 | 1533.1 | 1518.0 | 1540.7 | 1528.1 | 1514.3 | 1546.0 | 1537.9 | 1521.2 | 1534.6 | 58 | 31 | 27 |
| All Grades | | | | | | | | | | 359 | 321 | 342 |

**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 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 8.20 | 9.52 | 2.74 | 37.70 | 30.16 | 23.29 | 39.34 | 36.51 | 31.51 | 14.75 | 23.81 | 42.47 | 61 | 63 | 73 |
| 1 | 3.77 | 6.00 | 2.08 | 20.75 | 34.00 | 14.58 | 49.06 | 34.00 | 39.58 | 26.42 | 26.00 | 43.75 | 53 | 50 | 48 |
| 2 | 9.52 | 7.14 | 6.90 | 38.10 | 37.50 | 36.21 | 42.86 | 32.14 | 31.03 | 9.52 | 23.21 | 25.86 | 42 | 56 | 58 |
| 3 | 5.45 | 8.33 | 10.34 | 43.64 | 44.44 | 31.03 | 38.18 | 33.33 | 32.76 | 12.73 | 13.89 | 25.86 | 55 | 36 | 58 |
| 4 | 22.45 | 13.73 | 15.15 | 46.94 | 43.14 | 51.52 | 16.33 | 25.49 | 12.12 | 14.29 | 17.65 | 21.21 | 49 | 51 | 33 |
| 5 | 26.83 | 29.41 | 28.89 | 36.59 | 41.18 | 40.00 | 29.27 | 20.59 | 15.56 | 7.32 | 8.82 | 15.56 | 41 | 34 | 45 |
| 6 | 25.86 | 9.68 | 37.04 | 41.38 | 38.71 | 25.93 | 25.86 | 38.71 | 25.93 | 6.90 | 12.90 | 11.11 | 58 | 31 | 27 |
| All Grades | 14.21 | 11.21 | 11.99 | 37.88 | 37.69 | 30.70 | 34.54 | 31.78 | 28.36 | 13.37 | 19.31 | 28.95 | 359 | 321 | 342 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 11.48 | 14.29 | 5.48 | 39.34 | 25.40 | 19.18 | 39.34 | 36.51 | 35.62 | 9.84 | 23.81 | 39.73 | 61 | 63 | 73 |
| 1 | 24.53 | 22.00 | 14.58 | 39.62 | 44.00 | 22.92 | 24.53 | 16.00 | 45.83 | 11.32 | 18.00 | 16.67 | 53 | 50 | 48 |
| 2 | 21.43 | 26.79 | 29.31 | 40.48 | 44.64 | 31.03 | 33.33 | 19.64 | 24.14 | 4.76 | 8.93 | 15.52 | 42 | 56 | 58 |
| 3 | 18.18 | 33.33 | 36.21 | 49.09 | 41.67 | 20.69 | 23.64 | 11.11 | 20.69 | 9.09 | 13.89 | 22.41 | 55 | 36 | 58 |
| 4 | 36.73 | 27.45 | 33.33 | 38.78 | 41.18 | 33.33 | 14.29 | 19.61 | 18.18 | 10.20 | 11.76 | 15.15 | 49 | 51 | 33 |
| 5 | 36.59 | 35.29 | 55.56 | 51.22 | 47.06 | 26.67 | 4.88 | 11.76 | 8.89 | 7.32 | 5.88 | 8.89 | 41 | 34 | 45 |
| 6 | 39.66 | 32.26 | 51.85 | 41.38 | 32.26 | 22.22 | 13.79 | 25.81 | 18.52 | 5.17 | 9.68 | 7.41 | 58 | 31 | 27 |
| All Grades | 26.46 | 25.86 | 28.95 | 42.62 | 38.94 | 24.56 | 22.56 | 21.18 | 26.02 | 8.36 | 14.02 | 20.47 | 359 | 321 | 342 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | | 3.17 | 4.11 | | 20.63 | 20.63 | | 57.14 | 57.14 | | 19.05 | 19.05 | | 63 | 63 |
| 1 | | 0.00 | 0.00 | | 24.00 | 24.00 | | 32.00 | 32.00 | | 44.00 | 44.00 | | 50 | 50 |
| 2 | | 0.00 | 0.00 | | 26.79 | 26.79 | | 26.79 | 26.79 | | 46.43 | 46.43 | | 56 | 56 |
| 3 | | 5.56 | 5.56 | | 19.44 | 19.44 | | 50.00 | 50.00 | | 25.00 | 25.00 | | 36 | 36 |
| 4 | | 3.92 | 3.92 | | 41.18 | 41.18 | | 31.37 | 31.37 | | 23.53 | 23.53 | | 51 | 51 |
| 5 | | 14.71 | 14.71 | | 32.35 | 32.35 | | 38.24 | 38.24 | | 14.71 | 14.71 | | 34 | 34 |
| 6 | 5.17 | 3.23 | 3.23 | 31.03 | 19.35 | 19.35 | 46.55 | 51.61 | 51.61 | 17.24 | 25.81 | 25.81 | 58 | 31 | 31 |
| All Grades | 4.74 | 3.74 | 3.74 | 25.63 | 26.48 | 26.48 | 41.50 | 40.50 | 40.50 | 28.13 | 29.28 | 29.28 | 359 | 321 | 321 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 14.75 | 11.11 | 6.85 | 73.77 | 73.02 | 61.64 | 11.48 | 15.87 | 31.51 | 61 | 63 | 73 |
| 1 | 33.96 | 56.00 | 16.67 | 54.72 | 32.00 | 60.42 | 11.32 | 12.00 | 22.92 | 53 | 50 | 48 |
| 2 | 14.29 | 21.43 | 31.03 | 83.33 | 69.64 | 55.17 | 2.38 | 8.93 | 13.79 | 42 | 56 | 58 |
| 3 | 30.91 | 25.00 | 32.76 | 56.36 | 66.67 | 48.28 | 12.73 | 8.33 | 18.97 | 55 | 36 | 58 |
| 4 | 69.39 | 37.25 | 39.39 | 22.45 | 54.90 | 51.52 | 8.16 | 7.84 | 9.09 | 49 | 51 | 33 |
| 5 | 21.95 | 32.35 | 33.33 | 70.73 | 55.88 | 55.56 | 7.32 | 11.76 | 11.11 | 41 | 34 | 45 |
| 6 | 22.41 | 16.13 | 33.33 | 67.24 | 64.52 | 44.44 | 10.34 | 19.35 | 22.22 | 58 | 31 | 27 |
| All Grades | 29.53 | 28.35 | 25.44 | 61.00 | 59.81 | 54.97 | 9.47 | 11.84 | 19.59 | 359 | 321 | 342 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 16.39 | 17.46 | 15.07 | 67.21 | 55.56 | 34.25 | 16.39 | 26.98 | 50.68 | 61 | 63 | 73 |
| 1 | 7.55 | 12.00 | 16.67 | 73.58 | 78.00 | 68.75 | 18.87 | 10.00 | 14.58 | 53 | 50 | 48 |
| 2 | 26.19 | 33.93 | 22.41 | 64.29 | 57.14 | 62.07 | 9.52 | 8.93 | 15.52 | 42 | 56 | 58 |
| 3 | 34.55 | 27.78 | 36.21 | 50.91 | 61.11 | 37.93 | 14.55 | 11.11 | 25.86 | 55 | 36 | 58 |
| 4 | 30.61 | 29.41 | 39.39 | 48.98 | 58.82 | 42.42 | 20.41 | 11.76 | 18.18 | 49 | 51 | 33 |
| 5 | 75.61 | 58.82 | 64.44 | 14.63 | 35.29 | 24.44 | 9.76 | 5.88 | 11.11 | 41 | 34 | 45 |
| 6 | 63.79 | 54.84 | 70.37 | 31.03 | 32.26 | 18.52 | 5.17 | 12.90 | 11.11 | 58 | 31 | 27 |
| All Grades | 35.38 | 30.53 | 33.33 | 50.97 | 56.07 | 42.69 | 13.65 | 13.40 | 23.98 | 359 | 321 | 342 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 0.00 | 4.76 | 4.11 | 81.97 | 90.48 | 64.38 | 18.03 | 4.76 | 31.51 | 61 | 63 | 73 |
| 1 | 5.66 | 8.00 | 6.25 | 16.98 | 36.00 | 10.42 | 77.36 | 56.00 | 83.33 | 53 | 50 | 48 |
| 2 | 9.52 | 5.36 | 0.00 | 71.43 | 51.79 | 56.90 | 19.05 | 42.86 | 43.10 | 42 | 56 | 58 |
| 3 | 5.45 | 2.78 | 1.72 | 45.45 | 61.11 | 37.93 | 49.09 | 36.11 | 60.34 | 55 | 36 | 58 |
| 4 | 18.37 | 7.84 | 3.03 | 55.10 | 58.82 | 54.55 | 26.53 | 33.33 | 42.42 | 49 | 51 | 33 |
| 5 | 14.63 | 14.71 | 8.89 | 70.73 | 61.76 | 62.22 | 14.63 | 23.53 | 28.89 | 41 | 34 | 45 |
| 6 | 6.90 | 3.23 | 11.11 | 63.79 | 38.71 | 48.15 | 29.31 | 58.06 | 40.74 | 58 | 31 | 27 |
| All Grades | 8.08 | 6.54 | 4.39 | 57.66 | 58.88 | 48.54 | 34.26 | 34.58 | 47.08 | 359 | 321 | 342 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 11.48 | 26.98 | 12.33 | 50.82 | 34.92 | 46.58 | 37.70 | 38.10 | 41.10 | 61 | 63 | 73 |
| 1 | 0.00 | 0.00 | 0.00 | 62.26 | 74.00 | 56.25 | 37.74 | 26.00 | 43.75 | 53 | 50 | 48 |
| 2 | 7.14 | 1.79 | 8.77 | 59.52 | 69.64 | 66.67 | 33.33 | 28.57 | 24.56 | 42 | 56 | 57 |
| 3 | 12.73 | 8.33 | 0.00 | 78.18 | 72.22 | 77.59 | 9.09 | 19.44 | 22.41 | 55 | 36 | 58 |
| 4 | 22.45 | 17.65 | 9.09 | 61.22 | 68.63 | 69.70 | 16.33 | 13.73 | 21.21 | 49 | 51 | 33 |
| 5 | 19.51 | 44.12 | 17.78 | 70.73 | 44.12 | 68.89 | 9.76 | 11.76 | 13.33 | 41 | 34 | 45 |
| 6 | 15.52 | 19.35 | 22.22 | 77.59 | 70.97 | 70.37 | 6.90 | 9.68 | 7.41 | 58 | 31 | 27 |
| All Grades | 12.53 | 15.89 | 9.09 | 65.74 | 61.06 | 63.64 | 21.73 | 23.05 | 27.27 | 359 | 321 | 341 |

**Conclusions based on this data:**

1. The number of students tested has increased from last year.

2. Students are scoring significantly higher on oral language than written language.
3. Students scored the lowest in the Reading Domain.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2023-24 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **441** | **91.8%** | **78.9%** | **0.2%** |
| Total Number of Students enrolled in Roseland School District & Roseland Charter School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 348 | 78.9% |
| **Foster Youth** | 1 | 0.2% |
| **Homeless** | 30 | 6.8% |
| **Socioeconomically Disadvantaged** | 405 | 91.8% |
| **Students with Disabilities** | 65 | 14.7% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 1 | 0.2% |
| **American Indian** | 3 | 0.7% |
| **Asian** | 3 | 0.7% |
| **Filipino** | 1 | 0.2% |
| **Hispanic** | 423 | 95.9% |
| **Two or More Races** | 4 | 0.9% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 6 | 1.4% |

**Conclusions based on this data:**

1. 91.8% of our students are considered Socioeconomically Disadvantaged

2. 78.9% of our students are considered English Learner students
3. 95.9% of our students are Hispanic

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

**2024 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br><br>Yellow | **Chronic Absenteeism**<br><br>Yellow | **Suspension Rate**<br><br>Blue |
| **Mathematics**<br><br>Yellow | | |
| **English Learner Progress**<br><br>Green | | |

**Conclusions based on this data:**

1. Our suspension rate is very high, Blue.
2. ELPI is Green!
3. We plan to continue our LCAP work to improve these areas.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2024 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 3 | 0 | 0 |

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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Yellow |  Yellow |  No Performance Color |
| 35.4 points below standard | 42.0 points below standard | Less than 11 Students |
| Increased 7.9 points | Increased 5.1 points | 8 Students |
| 215 Students | 186 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color |  No Performance Color |  Yellow |
| Less than 11 Students | 61.4 points below standard | 41.1 points below standard |
| 1 Student | 16 Students | Increased 4.4 points |
| | | 198 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 96.1 points below standard | Less than 11 Students | 0 Students |
| Increased 32.5 points | 1 Student | |
| 34 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Yellow |
| Less than 11 Students | Less than 11 Students | 36.8 points below standard |
| 2 Students | 1 Student | Increased 7.4 points |
| | | 207 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Less than 11 Students | 0 Students | Less than 11 Students |
| 1 Student | | 3 Students |

**Conclusions based on this data:**

1. All of our subgroups scores increased and are at Yellow.
2. Students with disabilities have the lowest scores but have increased 32.5 points.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2024 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 3 | 0 | 0 | 0 |

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

**2024 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow |  Orange |  No Performance Color |
| 41.8 points below standard | 45.7 points below standard | Less than 11 Students |
| Increased 3.5 points | Maintained 2.8 points | 8 Students |
| 221 Students | 193 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Less than 11 Students | 62.0 points below standard | 44.9 points below standard |
| 1 Student | 19 Students | Maintained 2.4 points |
| | | 204 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 78.0 points below standard | Less than 11 Students | 0 Students |
| Increased 49.6 points | 0 Students | |
| 33 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | Orange |
| Less than 11 Students | Less than 11 Students | 43.5 points below standard |
| 2 Students | 1 Student | Maintained 2.5 points |
| | | 214 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students | 0 Students | Less than 11 Students |
| 1 Student | | 3 Students |

**Conclusions based on this data:**

1. All of our subgroups scores maintained or improved.
2. Students with disabilities are our lowest scoring subgroup but increased by 49.6 points.
3. All subgroups are in Orange.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
|  |  |
| Green | No Performance Color |
| 47.8% making progress. | making progress. |
| Number Students: 247 Students | Number Students: 6 Students |

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.

| 2024 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** |
| 22.3% | 28.3% | 2% | 45.3% |

**Conclusions based on this data:**

1. 45.3% of students increased at least one ELPI level.
2. 22.3% of students decreased one ELPI Level.
3. We are a high status overall and improved by 13% compared to 2023 EL Progress Indicator and 2% better than the state.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2024 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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.

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Yellow |  Green |  No Performance Color |
| 11% Chronically Absent | 9.9% Chronically Absent | Fewer than 11 students - data not displayed for privacy |
| Declined 13 | Declined 10.8 | 8 Students |
| 481 Students | 383 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color |  No Performance Color |  Yellow |
| Fewer than 11 students - data not displayed for privacy | 19.4% Chronically Absent | 10.6% Chronically Absent |
| 3 Students | Declined 12.7 | Declined 13.7 |
| | 36 Students | 445 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Yellow<br>19.3% Chronically Absent<br>Declined 17.7<br>83 Students |  No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>3 Students |  No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>3 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>3 Students |  No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student |  Green<br>9.8% Chronically Absent<br>Declined 14<br>457 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>4 Students |  No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>1 Student |  No Performance Color<br>Fewer than 11 students - data not displayed for privacy<br>9 Students |

**Conclusions based on this data:**

1. All student groups have improved.
2. Students with Disabilities have the highest Chronic Absenteeism rate.
3. We will continue to communicate with families the importance of school attendance.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2024 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2024 Fall Dashboard Suspension Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 2 | 2 |

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.

**2024 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  Blue |  No Performance Color |
| 0.8% suspended at least one day | 0.5% suspended at least one day | Fewer than 11 students - data not displayed for privacy |
| Declined 1.3% | Declined 1.1% | 8 Students |
| 485 Students | 385 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - data not displayed for privacy | 0% suspended at least one day | 0.7% suspended at least one day |
| 3 Students | Declined 7.1% | Declined 1.4% |
| | 37 Students | 449 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Green |  No Performance Color |  No Performance Color |
| 1.2% suspended at least one day | Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy |
| Declined 1.4% | 3 Students | 3 Students |
| 85 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy | 0.9% suspended at least one day |
| 3 Students | 1 Student | Declined 0.9% |
| | | 461 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy |
| 4 Students | 1 Student | 9 Students |

**Conclusions based on this data:**

1. Our overall suspension rate is 0.8%, which is very low.
2. All subgroups have improved.
3. We will continue to focus on mental health, social-emotional learning, consistent behavior expectations, and communication with students.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

## Title and Description of School Goal

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

**Well Rounded Educational Program:**
Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Provide a well-rounded education with access to a robust and engaging curriculum as well as enrichment, technology and extracurricular activities.

## Identified Need

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

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| HIGHLY QUALIFIED TEACHERS<br>% Highly qualified<br>% Misassignments of teachers of EL | 100% highly qualified<br>0% misassignments | 100% highly qualified<br>0% misassignments |
| PROFESSIONAL DEVELOPMENT<br>Youth Truth - staff survey Professional Development Overall Percent Positive | 59% | 65%+ |
| BROAD COURSE OF STUDY<br>% of students who have access to a broad course of study | 100% | 100% |
| IMPLEMENTATION OF STANDARDS<br>Local Indicator on CA Dashboard<br><br>Completion of the "Implementation of the Standards Local Indicator" (see detailed report) | "Met" (As measured by the local indicator rubric)<br><br>Instructional Materials Ratings on Local Indicator Rubric:<br>ELA- 4<br>Math- 5 | "Met" (As measured by the local indicator rubric)<br><br>ELA- 4 or better<br>Math- 4 or better<br>History/Social Science- 3<br>English Language Development- 3 |

| | | |
|---|---|---|
| | History/Social Science- 2<br>English Language Development- 2<br>Next Generation Science Standards- 5 | Next Generation Science Standards- 4 or better |
| EL ACCESS to CA Standards including ELD Standards<br><br>% of ELs with access to CA Content Standard<br><br>% of ELs with access to ELD Standards | 1100% (As measured by the local indicator rubric)<br><br>100%(As measured by the local indicator rubric) | 100% (As measured by the local indicator rubric)<br><br>100%(As measured by the local indicator rubric) |
| LIBRARY SERVICES<br>% of students that have access to weekly library services. | 100% | 100% |
| INSTRUCTIONAL MATERIALS<br>% of students with access to their own copies of standards-aligned instructional materials for use at school and at home<br><br>Williams Act Complaints | 100% instructional materials<br>0 Williams Act Complaints | 100% instructional materials<br>0 Williams Act Complaints |
| ATTENDANCE RATE (P2) | 93.56% | >95% |
| CHRONIC ABSENTEEISM | Yellow (11%) | Yellow or better |
| YOUTH TRUTH STUDENT SURVEY<br><br>Overall Engagement Metric | 89% | 86%+ |
| CAASPP ELA | 35 points below standard- Yellow (All Students)<br>41 points below standard- Yellow (Socioeconomically Disadvantaged)<br>37 points below standard- Yellow (Hispanic)<br>42 points below standard- Yellow (English Learner)<br>96 points below standard- no color (Students with Disabilities)<br>Long Term English Learners- Less than 11 students | increase 10 points for all students and for each numerically significant student group |
| CAASPP Math | 42 points below standard- Yellow (All Students)<br>45 points below standard- Orange (Socioeconomically Disadvantaged)<br>44 points below standard- Orange (Hispanic)<br>46 points below standard- Orange (English Learners)<br>76 points below standard- no color (Students with Disabilities)<br>Long Term English Learners- Less than 11 students | increase 10 points for all students and for each numerically significant student group |

| | | |
|---|---|---|
| CAASPP Science CAST<br><br>% met or exceeded standard | 31%- All Students<br>21%- Socioeconomically Disadvantaged<br>20%- Hispanic/Latino<br>2%- English Learners<br>9%- Students with Disabilities<br>1%- Long Term English Learner Data | Increase 5 percentage points for all students and all numerically significant student groups. |
| OTHER PUPIL OUTCOMES<br><br>STAR READING<br>At/Above 50% Percentile Rank (Spring) | Reading 23%<br>Early Lit: 30% | Increase 5% |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.1** | LCAP 1.3: Professional Development<br>-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.<br>-Provide funding necessary to carry out professional development & staff collaboration opportunities to ensure growth and achievement for all students including ELs, low-income, and Foster/Homeless Youth.<br>-Fund North Coast Teacher Induction Program (NCTIP).<br>-Provide focused time for staff collaboration, including designated time for collaboration between special education and general education staff, and data analysis to support differentiation.<br>-Conduct Accelerated Schools Process (ASP) inquiry work to help determine districtwide action plans to support student achievement.<br>-Implement ASP action plans.<br>• Professional Development and collaboration time to implement new ELA/ELD curriculum.<br>• Identify focus areas for professional development. | All Students, EL students, under performing students | 43,544<br>Title II Part A: Improving Teacher Quality<br>5800: Professional/Consulting Services And Operating Expenditures<br>Centralized-Professional Development |
| **1.2** | | | |
| **1.3** | | | |
| **1.4** | The items below are in the LCAP, but are not paid for by categorical funds.<br>These items meet the Basic Plan Requirements #1 (A description of curricula, instructional strategies and materials responsive to the individual needs | All Students, EL students, under performing students | See LCAP |

| | | | |
|---|---|---|---|
| | and learning styles of each student)<br>1.1 Staffing<br>-Provide a Highly Qualified Teaching staff to all students.<br>-Provide a high quality district and site leadership team (principals & superintendent).<br>-Maintain district office and school office staff.<br>-Ensure students are safe on campus (Instructional assistant/yard duty supervision).<br>-Provide qualified substitute coverage for teacher absences (illness, personal leave, maternity leave, etc.).<br><br>1.2 Supplemental Materials, Assessment & Technology<br>-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 the Accelerated School Process and/or district identified needs.<br>-Replace technology devices, charging carts, and related technology services according to the replacement schedule in order to maintain student access to technology, which includes: 1:1 access to devices (e.g. Chromebooks) in grades TK-12, Necessary teacher/staff & classroom technology (laptop, printer, document camera, LCD projector, etc.)<br>-Provide funds for technology staff and supplemental costs related to increased technology access (technology department staff, hardware, software, lab equipment, etc.).<br>-Implement math and ELA assessment plans, including: administration of STAR Reading & other districtwide assessments, utilization of Illuminate Data Management system, & use of updated common core aligned report cards to meet the needs of all students including ELs, low-income, and Foster/Homeless Youth.<br><br>1.4 Instructional Materials<br>• Purchase & implement standards-based district-adopted curriculum for the core content areas, including replacement/consumable materials.<br>• Implement new ELA/ELD Curriculum<br><br>1.5 Library<br>• Provide library time for all classes; fund library assistant positions.<br>• Purchase library materials.<br>• To support newcomers, purchase more books with a global variety in languages in addition to English and Spanish<br><br>1.6 School/Classroom Budgets for Basic Supplies/Services<br>-Provide site and classroom level funding to support basic supplies and services. | | |

| | | | |
|---|---|---|---|
| | 1.7 Enrichment<br>• Provide ongoing enrichment opportunities during and after school to support student engagement.<br>• 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.<br>• Provide a robust music education program.<br>• Contribute funding to support sixth grade outdoor education.<br>• Weave multiple funding sources to increase enrichment opportunities, including music | | |
| **1.5** | | | |
| **1.6** | | | |
| **1.7** | | | |
| **1.9** | | | |
| **1.10** | | | |
| **1.11** | | | |
| **1.12** | | | |
| **1.17** | | | |
| **1.18** | | | |
| **1.19** | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

1.1 Staffing
- 100% properly credentialed
- 0 misassignment of teachers of English Learners
- 100% of students have access to a broad course of study (local indicator)
- 66% “Does your teacher ask if you understand what you are learning?” (Youth Truth Student Survey) (7% higher than Sonoma County)

1.2 Supplemental Materials, Assessment & Technology & 1.6 School/Classroom Budgets for Basic Supplies/Services
- 62% "I have the necessary resources to do my job well." (Youth Truth Staff Survey) (7% lower than Sonoma County)
- 88% Overall Resources (Youth Truth Family Survey) (14% higher than Sonoma County)

1.3 Professional Development
- Over 77 hours of professional development and collaboration time provided (including early release)
- Local Indicator Report: Implementation of the Standards (“Met”)

1.4 Instructional Materials
- 100% of students have access to standards-aligned instructional materials
- 0 Williams Complaints
- 82% “My school has the resources necessary to achieve learning goals.” (Youth Truth Survey Family) (6% higher than the county)

1.5 Library
- 100% of students have access to weekly library services

1.7 Enrichment
- Chronic Absenteeism Rate (CA Dashboard) - 15.7% (Yellow)
- Overall Engagement category on Youth Truth
- 89% Students (1% higher than Sonoma County)
- 80% Families (8% higher than Sonoma County)
- 91% Staff (8% higher than Sonoma County)

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

All actions were completed as described for the 2024-2025 school year. There were no substantive differences in planned actions and actual implementation of these actions.

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.

The following changes are planned for the 2025-26 LCAP:
-Maintain all actions/services
-
-
-

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal

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

**Academic and Social-Emotional Support**
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, and students with disabilities

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 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, and students with disabilities

## Identified Need

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

The goal was developed based on input from educational partners and to ensure state priorities are met. Our educational partners believe that additional support is needed to help low-income, English learners, foster youth, and students with exceptional needs meet academic goals. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). The following priority areas align with the value of a well-rounded educational program: Priority 4 – Pupil Outcomes, Priority 5 – Pupil Engagement, Priority 6 - School Climate, and Priority 8 - Other Pupil Outcomes. The actions and metrics grouped together demonstrate the components necessary for providing additional support for our students in order to help close the opportunity gap.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP ELA | 35 points below standard- Yellow (All Students)<br>41 points below standard- Yellow (Socioeconomically Disadvantaged)<br>37 points below standard- Yellow (Hispanic)<br>42 points below standard- Yellow (English Learner)<br>96 points below standard- no color (Students with Disabilities)<br>Long Term English Learners- Less than 11 students | increase 10 points for all students and for each numerically significant student group |
| CAASPP MATH | 42 points below standard- Yellow (All Students)<br>45 points below standard- Orange (Socioeconomically Disadvantaged)<br>44 points below standard- Orange (Hispanic)<br>46 points below standard- Orange (English Learners)<br>76 points below standard- no color (Students with Disabilities)<br>Long Term English Learners- Less than 11 students | increase 10 points for all students and for each numerically significant student group |
| # of subgroups at the red level | ELA: 0<br>Math: 0 | ELA: 0<br>Math: 0 |
| YOUTH TRUTH FAMILY SURVEY:<br>% of TK-6 families who agree or strongly agree with:<br><br>"School provides the guidance necessary to help the child succeed." | 83% | 89%+ |
| CA Dashboard SWD Indicators CAASPP ELA | ELA: no color (-96) | ELA: increase 10 points |
| CA Dashboard SWD Indicators CAASPP Math | Math: no color (-78) | Math: increase 10 points |
| PROGRAMS AND SERVICES<br>% of students with disabilities who are provided with access to legally required programs and services. | 100% | 100% |
| YOUTH TRUTH FAMILY SURVEY:<br>% of TK-6 families with SWD who agree or strongly agree with:<br>Parent/family members are included in planning school activities. | 77% | 85%+ |
| ENGLISH LEARNER PROGRESS INDICATOR | 47.8% Green | Yellow or better |

| | | |
|---|---|---|
| Long Term English Learners | 3% | 3% or lower |
| ATTENDANCE RATE<br>(Aug-March) | 95% | 96%+ |
| CHRONICALLY ABSENT | 11% (Yellow) | <15% |
| EL ACCESS to CA Standards including ELD Standards | 100%<br><br>100% | 100%<br><br>100% |
| RECLASSIFICATION RATE | 8.7% (CA Dashboard 2023-24)<br><br>70 Students were RFEP during the 2023-24 school year (local data) | Maintain 8.5%+ |
| MISASSIGNMENTS OF TEACHERS OF English Learners | 0% | <1% |
| CAASPP % STANDARD NOT MET ELA | ELA Standard Not Met:<br>37% (All Students)<br>39% (Socioeconomically Disadvantaged)<br>37% (Hispanic)<br>48% (English Learner)<br>79% (Students with Disabilities)<br>Less than 11 students (Long Term English Learners)<br><br>Math Standard Not Met:<br>38% (All Students)<br>40% (Socioeconomically Disadvantaged)<br>39% (Hispanic)<br>47% (English Learners)<br>63% (Students with Disabilities)<br>Less than 11 students (Long Term English Learners) | ELA: Reduce Standard Not Met Overall and for Each Student Group by 6%<br><br>MATH: Reduce Standard Not Met Overall and for Each Student Group by 6% |
| ATTENDANCE RATE | 93.56% (April/PII) | 95%+ |
| CHRONIC ABSENTEEISM RATE | Yellow (11%) | Yellow or better |
| SUSPENSION RATE | Blue (0.8%) | Yellow or better |
| EXPULSION RATE | 0% | <1% |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **2.1** | LCAP 2.2:<br>• Fund student service managers, who provide behavior support and facilitate schoolwide activities that promote student motivation and school connectedness. | All Students, EL Students, under performing students | 334,785<br>Title I<br>1000-1999: Certificated Personnel Salaries |

| | | | |
|---|---|---|---|
| | • Provide counseling services for students to provide conflict management and social emotional support, as well as to build college and career awareness.<br>• Implement plan to improve student social-emotional wellness, which includes Social-Emotional Learning in the classroom as well as a Multi-Tiered System of Support.<br>• Provide additional Student Support Services as prioritized by staff, students and families | | Centralized (Total Allocation Title I and District Contribution to Title I) |
| **2.3** | LCAP 2.5 Multilingual Support:<br>• Implement EL Master Plan, which includes professional development, a detailed description of our language acquisition programs, and supports for Long-term ELs.<br>• Provide additional staff, services, & materials for Multilingual Learners<br>• Provide newcomer support services; form an ad hoc to develop an articulated plan to increase supports for newcomer students.<br>• For Redesignated English Proficient (RFEP) Pupils, monitor students' progress towards proficiency in the Common Core State Standards for four years.<br>• Implement new ELD curriculum<br>• Support successful implementation of new ELD curriculum with ongoing staff collaboration time to review standards, discuss instructional strategies, and monitor student progress. | EL Students | 10,982<br>Title III<br>1000-1999: Certificated Personnel Salaries<br>Centralized |
| **2.4** | LCAP 2.6 - Fund intervention teachers to support learning acceleration for identified students. | EL Students, under performing students | 133,637<br>Title III<br>1000-1999: Certificated Personnel Salaries |
| **2.5** | LCAP actions that don't use federal funding:<br><br>2.1 Academic Support Staff<br>• Leadership and support: Provide the district and school site leadership necessary to support student achievement including: planning professional development, facilitating Accelerated Schools Process work, monitoring student progress, overseeing intervention services, overseeing implementation of districtwide action plans, and supporting English Learner progress through in-classroom coaching, student data chats, English Learner focused trainings, etc. | All Students | see LCAP |

| | | | |
|---|---|---|---|
| | (Academic Deans and Asst. Superintendent of Curriculum and Instruction)<br>• Instructional Assistants: Continue to provide Highly Qualified instructional assistants to support student achievement and implementation of tier-one interventions for universal access/small group instruction.<br>• Reduced class size: Ensure that students in grades Transitional Kindergarten through Third Grade benefit from a reduced class size. This provides increased academic support and individual assistance to these students. Fund additional teachers needed to support this.<br><br>2.3 Special Education<br>-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.).<br>-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. Additionally, Special Education staff and General Education staff meet regularly during SAT/SAW time to discuss student progress, differentiation, and student supports.<br>-Maintain additional school psychologist FTE to provide increased/ improved services for tier two behavior supports, crisis support & risk assessment, and student achievement.<br>-Implement CDE-approved 2024-25 Special Education Compliance Improvement Monitoring (CIM) to support improved outcomes for Students with Disabilities in the following areas: English Language Arts and math achievement (State Performance Plan Indicator 3c), Least Restrictive Environment (State Performance Plan Indicator 5b) and Preschool LRE (State Performance Plan Indicator 6a and 6c).<br>-Use interim assessments and practice tests to teach Students with Disabilities how to avail themselves of Universal Tools, Designated Supports, and Accommodations on ELA and math state assessments.<br>-Multilingual students with disabilities will be provided with the goals and services that are linguistically appropriate and will be provided with appropriate accommodations for state testing and EL reclassification as determined by IEP teams.<br>-Support parents of students with disabilities to attend county Community Advisory Committee (CAC) meetings. | | |

| | | | |
|---|---|---|---|
| | LCAP 2.4 Expanded Health Support Services<br>• Provide school nursing services<br>• Provide health assistants to support school sites in providing expanded health support service needs<br><br>2.7 School Climate Student Engagement, & Attendance<br>-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.<br>-Designated staff will receive SARB truancy training to ensure Chronic Absenteeism is being properly monitored and addressed<br>-Additional monitoring and support will be provided for students with disabilities who are at risk of being Chronically Absent<br>-The district and school sites will work collaboratively to develop an attendance campaign to work towards increasing attendance back towards pre-pandemic numbers. (costs for this action item are included in previous actions/services)<br>-Each school site will implement positive discipline practices and develop a plan to implement alternative measures to suspension<br>• Decrease Chronic Absenteeism through increased student engagement opportunities and positive school climate | | |
| **2.9** | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

2.1 Academic Support Staff
- 1 Subgroup (SWD) in Red Status (Very Low) on CAASPP ELA and Math

2.2 Social-Emotional Support

- 58% “When I'm feeling upset, there is an adult from school I can talk to.” (Youth Truth Student Survey) (5% better than Sonoma County)

2.5 EL Support
- 47.2% ELPI: EL students making progress towards English Language proficiency (compared to state data of 48.7%)
- 8.7% Reclassification Rate (compared to state data of 6.9%)

2.6 Intervention
- 43.37% Standard Not Met for CAASPP ELA (compared to the state 31%)
- 43.38% Standard Not Met for CAASPP Math (compared to the state 41%)

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

All actions were completed as described for the 2024-2025 school year. There were no substantive differences in planned actions and actual implementation of these actions.

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.

The following changes are planned for the 2025-26 LCAP:
-Maintain all actions/services
-

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## Title and Description of School Goal

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

**Climate, Culture, Operations**
Ensure a safe, equitable and inclusive learning environment, welcoming school culture and other services that support daily operations.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3: Climate, Culture, Operations
Ensure a safe, equitable and inclusive learning environment, welcoming school culture and other services that support daily operations.

## Identified Need

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

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Youth Truth Family Survey -<br>My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders.)<br><br>Parents/guardians feel empowered to play a meaningful role in decision-making at school<br><br>Spanish-speaking parents/guardians feel included in planning school activities<br><br>% of parents/guardians who have a child with a special education status who feel engaged with their child's school. | 86%<br><br>69%<br><br>85%<br><br>69% | 92%+<br><br>75%+<br><br>85%+<br><br>85%+ |
| SCHOOL CONNECTEDNESS | Staff: 92% | Staff: 88%+ |

| | | |
|---|---|---|
| YOUTH TRUTH OVERALL ENGAGEMENT<br><br><br><br>YOUTH TRUTH OVERALL RELATIONSHIPS | Families: 78%<br>Students: 89%<br><br><br>Staff: 94%<br>Families: 86%<br>Students: 84% | Families: 83%+<br>Students: 87%+<br><br><br>Staff: Maintain 90%+<br>Families: Maintain 90%+<br>Students: 82%+ |
| SCHOOL SAFETY (Youth Truth Survey)<br>Overall Safety | Staff: 82%<br>Families: 70%<br>Students: 66% | Staff: 74%+<br>Families: 75%+<br>Students: 65%+ |
| ATTENDANCE RATE | 93.56% (April/P2) | 95%+ |
| FACILITIES INSPECTION REPORT (FIT Report)<br># instances where facilities do not meet the "good repair" standard (Local Indicator)<br><br>% of schools meet the overall "good" or "exemplary" rating. | 0 (do not meet)<br><br>100% ("good" or "exemplary") | 0 (do not meet)<br><br>100% ("good" or "exemplary") |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.1** | LCAP 3.1 Welcoming and Equitable School Culture<br>• Continue to provide services and actions that 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.<br><br>LCAP 3.2 Family Engagement<br>• Communication: Utilize Parent Square as a two-way communication at the district, site and classroom level.<br>-Provide parent workshops/parent education opportunities.<br>• Continue to utilize the Communities Relations Coordinator to support related community relations and parent/family communication.<br>-Continue to partner with community organizations to increase family engagement and support services<br>• Parent Club: Implement monthly Parent Club Meetings at each school site to inform parents of schoolwide events, educational goals, and how parents can support their child(ren)'s education. Utilize Parent Club as a vehicle for gathering parent input on school programs and needs and empowering | All Students | see LCAP |

| | | | |
|---|---|---|---|
| | parents to play an active role in their child's education (funds to support this item are in school site funds 1.6 and 1.7).<br>-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. (no additional cost)<br>-Events: Conduct schoolwide events that promote a strong school culture & increased student and family engagement (e.g. family barbeque). (funds to support this item are in school site funds 1.6 and 1.7)<br><br>LCAP 3.3 Safety<br>• Ensure students are safe on campus with clear systems and procedures that are reviewed and practiced.<br>• Implement school safety plans, including preparedness for emergency situations (training on procedures, drills, etc.).<br>• Continue to fund a Safety Coordinator.<br>• Behavior ad hoc to develop an action plan to support positive behavior and implementation of tiered supports.<br><br>LCAP 3.4 Facilities<br>• Provide funding for custodial, maintenance, repairs, utilities, supplies, etc.<br><br>LCAP 3.5 Nutrition Services<br>• Offer universal breakfast & healthy lunch options.<br><br>LCAP 3.6 Transportation<br>-Provide transportation services/busing to and from school to ensure that socio-economically disadvantaged pupils, foster youth, and English Learners arrive safely to and from school and maintain good attendance.<br><br>LCAP 3.7 Technology (Base)<br>• Provide software, hardware, materials, equipment, infrastructure and services necessary to support ongoing technology needs & implementation of district technology plan, including Director of Technology and Information Services.<br><br>LCAP 3.8 Operations<br>• 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. | | |

| | | | |
|---|---|---|---|
| | -Provide funds to pay long-term debt for the gym/community room on RUP/Sheppard campus.<br>-Provide funding to maintain the Roseland School District Board of Trustees (Health and Welfare benefits, meeting costs, trainings, supplies, and services as needed). | | |
| **3.6** | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

3.1 Welcoming & Equitable School Environment
Student YouthTruth Survey:

- "Do you feel like an important part of your school?" 31% (1% lower than the county)

3.2 Family Engagement
Family YouthTruth Survey:

- "I feel engaged with my school" 81% (5% higher than the county)
- “Communication and Feedback” 94% (14% higher than the county)

3.3 Safety
School Safety Category (Youth Truth Survey)

- Staff: 74% (3% lower than the county)
- Families: 76% (11% higher than the county)
- Students: 66% (5% higher than the county)

3.4 Facilities

- 0 instances where facilities do not meet the "good repair" standard (Local Indicator)
- 100% of schools meet the overall "good" or "exemplary" rating.

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

All actions were completed as described for the 2024-2025 school year. There were no substantive differences in planned actions and actual implementation of these actions.

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.

The following changes are planned for the 2025-26 LCAP:
-Maintain all actions/services
-

# Budget Summary

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

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $69,096.91 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $522,948.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $334,785.00 |
| Title II Part A: Improving Teacher Quality | $43,544.00 |
| Title III | $144,619.00 |

Subtotal of additional federal funds included for this school: $522,948.00

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: $522,948.00

# 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 | 293,018 | -41,767.00 |
| Title II Part A: Improving Teacher Quality | 36,756 | -6,788.00 |
| Title III | 181,420 | 36,801.00 |
| Title III Immigrant Education Program | | |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| Title I | 334,785.00 |
| Title II Part A: Improving Teacher Quality | 43,544.00 |
| Title III | 144,619.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 479,404.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 43,544.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | Title I | 334,785.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title II Part A: Improving Teacher Quality | 43,544.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 144,619.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 43,544.00 |
| Goal 2 | 479,404.00 |

# 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

2 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

| Name of Members | Role |
|---|---|
| Amy Eng | Principal |
| Maria Bravo | Other School Staff |
| Katheryne Carlo | Parent or Community Member |
| Carol Madriz Guzman | Parent or Community Member |
| Sofia Mendoza | Parent or Community Member |
| Ariana Beltran | Parent or Community Member |
| Esmeralda Ortiz | Other School Staff |
| Kristin Robbins | Classroom Teacher |
| Garrett Cuneo | Classroom Teacher |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| | English Learner Advisory Committee |

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

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/29/2025.

Attested:

| |
|---|
| Principal, Amy Eng on May , 2025 |
| SSC Chairperson, on May , 2025 |

# 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 (LCAP) process.

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

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

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

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

**Additional CSI Planning Requirements:**
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

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

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **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.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## 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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

***Note:*** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional CSI Planning Requirements:**

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

***Note:*** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**
***Note:*** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## CSI Resources

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023

# 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:

| Committee or Advisory Group Name | Signature |
|---|---|
| English Learner Advisory Committee | |

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

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/29/2025.

Attested:

| | |
|---|---|
| Principal, Amy Eng on May 1, 2025 | Amy Eng |
| SSC Chairperson, on May , 2025 | Maria Garcia V |