School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roseland Elementary School	49-70904-6052088	March 9, 2026	April 17, 2026

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 Elementary 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 Elementary 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 Elementary 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: 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: 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: 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: 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: 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
- Staff LCAP meetings
- LCAP staff survey
- Local bargaining unit meeting

Administrators provided input on the LCAP through Leadership Team Meetings in Feb.-May.

Students provided input on the LCAP in the following ways:
- YouthTruth survey
- Focus groups meetings

Classified staff provided input on the LCAP in the following ways:
- YouthTruth survey
- Staff LCAP meetings
- LCAP staff survey

Parents/guardians provided input on the LCAP in the following ways:
- YouthTruth Survey (Jan. 2025)
- DELAC/Parent Advisory Committee Meetings throughout the spring

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 "Orange" category for ELPI, Suspension Rate, and ELA. We also scored "Red" for Chronic Absenteeism.

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.

Students with Disabilities scored Red in Math while All Students scored Yellow.

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 Elementary 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.23%	0.68%	0.64%	1	3	3
African American	0.46%	0.23%	0.42%	2	1	2
Asian	0.7%	0.68%	0.85%	3	3	4
Filipino	0%	0.23%	%	0	1	
Hispanic/Latino	95.59%	95.92%	94.69%	412	423	446
Pacific Islander	0%	%	0.64%	0		3
White	2.55%	1.36%	1.49%	11	6	7
Two or More Races	0.46%	0.91%	1.27%	2	4	6
Not Reported	0%	%	%	0		
			Total Enrollment	431	441	471

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			39
Kindergarten	75	60	61
Grade 1	68	58	57
Grade 2	65	64	66
Grade3	50	71	68
Grade 4	67	43	71
Grade 5	51	63	49
Grade 6	55	57	60
Total Enrollment	431	441	471

Conclusions based on this data:

1. We saw a slight increase in total student enrollment from last year.
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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	344	348	342	79.8%	78.9%	72.6%
Fluent English Proficient (FEP)	26	34	28	6.0%	7.7%	5.9%
Reclassified Fluent English Proficient (RFEP)	15			3.5%		

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 decreased.
3. The percentage FEP students has maintained at a similar level.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47	70	67	44	61	65	44	61	65	93.6	87.1	97
Grade 4	65	45	69	64	41	67	64	41	67	98.5	91.1	97.1
Grade 5	55	63	51	54	61	45	54	61	45	98.2	96.8	88.2
Grade 6	53	58	58	52	53	58	52	53	58	98.1	91.4	100
All Grades	220	236	245	214	216	235	214	216	235	97.3	91.5	95.9

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2385.	2388.	2399.	6.82	9.84	10.77	20.45	18.03	16.92	29.55	26.23	44.62	43.18	45.90	27.69
Grade 4	2414.	2424.	2425.	9.38	9.76	14.93	12.50	12.20	19.40	28.13	36.59	22.39	50.00	41.46	43.28
Grade 5	2487.	2481.	2467.	14.81	14.75	13.33	20.37	29.51	28.89	40.74	26.23	13.33	24.07	29.51	44.44
Grade 6	2477.	2496.	2508.	5.77	3.77	12.07	25.00	37.74	29.31	23.08	26.42	31.03	46.15	32.08	27.59
All Grades	N/A	N/A	N/A	9.35	9.72	12.77	19.16	25.00	22.98	30.37	28.24	28.94	41.12	37.04	35.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	9.84	10.77	59.09	63.93	61.54	27.27	26.23	27.69
Grade 4	12.50	9.76	5.97	59.38	60.98	73.13	28.13	29.27	20.90
Grade 5	12.96	11.48	13.33	77.78	63.93	53.33	9.26	24.59	33.33
Grade 6	7.69	9.43	10.34	44.23	56.60	60.34	48.08	33.96	29.31
All Grades	11.68	10.19	9.79	60.28	61.57	62.98	28.04	28.24	27.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.55	3.28	4.62	61.36	55.74	64.62	34.09	40.98	30.77
Grade 4	3.13	2.44	7.46	56.25	65.85	56.72	40.63	31.71	35.82
Grade 5	3.70	13.11	6.67	72.22	62.30	68.89	24.07	24.59	24.44
Grade 6	5.77	3.77	8.62	57.69	66.04	65.52	36.54	30.19	25.86
All Grades	4.21	6.02	6.81	61.68	62.04	63.40	34.11	31.94	29.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.27	6.56	3.08	79.55	75.41	73.85	18.18	18.03	23.08
Grade 4	3.13	9.76	10.45	79.69	68.29	58.21	17.19	21.95	31.34
Grade 5	14.81	16.39	13.33	70.37	67.21	60.00	14.81	16.39	26.67
Grade 6	3.85	5.66	10.34	78.85	79.25	65.52	17.31	15.09	24.14
All Grades	6.07	9.72	8.94	77.10	72.69	64.68	16.82	17.59	26.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.55	9.84	13.85	68.18	68.85	69.23	27.27	21.31	16.92
Grade 4	7.81	9.76	5.97	70.31	60.98	76.12	21.88	29.27	17.91
Grade 5	16.67	18.03	11.11	61.11	62.30	62.22	22.22	19.67	26.67
Grade 6	13.46	7.55	13.79	63.46	75.47	67.24	23.08	16.98	18.97
All Grades	10.75	11.57	11.06	65.89	67.13	69.36	23.36	21.30	19.57

Conclusions based on this data:

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

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47	70	67	44	69	66	44	69	66	93.6	98.6	98.5
Grade 4	65	45	69	65	45	69	65	43	69	100.0	100	100
Grade 5	55	63	51	55	63	51	55	63	51	100.0	100	100
Grade 6	54	58	58	54	55	58	54	54	58	100.0	94.8	100
All Grades	221	236	245	218	232	244	218	229	244	98.6	98.3	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2416.	2404.	2430.	6.82	11.59	18.18	38.64	20.29	27.27	25.00	28.99	24.24	29.55	39.13	30.30
Grade 4	2437.	2446.	2436.	6.15	4.65	4.35	18.46	25.58	15.94	43.08	41.86	43.48	32.31	27.91	36.23
Grade 5	2480.	2481.	2440.	7.27	17.46	9.80	18.18	7.94	13.73	45.45	33.33	21.57	29.09	41.27	54.90
Grade 6	2467.	2489.	2515.	5.56	3.70	13.79	14.81	20.37	17.24	27.78	33.33	44.83	51.85	42.59	24.14
Grade 11															
All Grades	N/A	N/A	N/A	6.42	10.04	11.48	21.56	17.90	18.85	36.24	33.62	34.02	35.78	38.43	35.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.36	14.49	22.73	59.09	49.28	56.06	29.55	36.23	21.21
Grade 4	7.69	4.65	5.80	58.46	60.47	60.87	33.85	34.88	33.33
Grade 5	10.91	20.63	9.80	60.00	46.03	41.18	29.09	33.33	49.02
Grade 6	11.11	7.41	17.24	31.48	53.70	62.07	57.41	38.89	20.69
Grade 11									
All Grades	10.09	12.66	13.93	52.29	51.53	55.74	37.61	35.81	30.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.09	13.04	19.70	63.64	46.38	50.00	27.27	40.58	30.30
Grade 4	7.69	2.33	5.80	50.77	60.47	44.93	41.54	37.21	49.28
Grade 5	5.45	12.70	5.88	60.00	49.21	37.25	34.55	38.10	56.86
Grade 6	5.56	5.56	10.34	50.00	51.85	56.90	44.44	42.59	32.76
All Grades	6.88	9.17	10.66	55.50	51.09	47.54	37.61	39.74	41.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	14.49	21.21	68.18	59.42	60.61	18.18	26.09	18.18
Grade 4	10.77	9.30	7.25	60.00	65.12	68.12	29.23	25.58	24.64
Grade 5	1.82	7.94	3.92	81.82	68.25	54.90	16.36	23.81	41.18
Grade 6	5.56	3.70	6.90	66.67	64.81	70.69	27.78	31.48	22.41
All Grades	7.80	9.17	10.25	68.81	64.19	63.93	23.39	26.64	25.82

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1411.5	1384.2	1379.8	1421.8	1395.1	1390.9	1387.2	1358.4	1353.7	63	73	56
1	1436.0	1421.0	1403.6	1460.3	1438.6	1436.5	1411.3	1402.8	1370.4	50	48	51
2	1457.1	1457.3	1430.8	1482.8	1464.4	1447.4	1430.9	1449.8	1413.7	56	58	54
3	1486.2	1473.7	1485.0	1485.3	1475.7	1484.8	1486.7	1471.2	1484.6	36	58	51
4	1500.9	1495.9	1494.3	1491.0	1495.9	1485.5	1510.4	1495.6	1502.7	51	33	53
5	1531.4	1535.7	1488.5	1519.8	1544.3	1479.2	1542.5	1526.8	1497.3	34	45	34
6	1518.0	1540.7	1542.8	1514.3	1546.0	1540.0	1521.2	1534.6	1545.1	31	27	30
All Grades										321	342	329

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	2.74	7.14	30.16	23.29	19.64	36.51	31.51	25.00	23.81	42.47	48.21	63	73	56
1	6.00	2.08	1.96	34.00	14.58	9.80	34.00	39.58	33.33	26.00	43.75	54.90	50	48	51
2	7.14	6.90	5.56	37.50	36.21	22.22	32.14	31.03	37.04	23.21	25.86	35.19	56	58	54
3	8.33	10.34	7.84	44.44	31.03	41.18	33.33	32.76	33.33	13.89	25.86	17.65	36	58	51
4	13.73	15.15	13.21	43.14	51.52	35.85	25.49	12.12	24.53	17.65	21.21	26.42	51	33	53
5	29.41	28.89	35.29	41.18	40.00	8.82	20.59	15.56	17.65	8.82	15.56	38.24	34	45	34
6	9.68	37.04	26.67	38.71	25.93	50.00	38.71	25.93	20.00	12.90	11.11	3.33	31	27	30
All Grades	11.21	11.99	11.85	37.69	30.70	26.14	31.78	28.36	28.27	19.31	28.95	33.74	321	342	329

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	5.48	7.14	25.40	19.18	26.79	36.51	35.62	16.07	23.81	39.73	50.00	63	73	56
1	22.00	14.58	9.80	44.00	22.92	35.29	16.00	45.83	27.45	18.00	16.67	27.45	50	48	51
2	26.79	29.31	14.81	44.64	31.03	35.19	19.64	24.14	29.63	8.93	15.52	20.37	56	58	54
3	33.33	36.21	29.41	41.67	20.69	29.41	11.11	20.69	29.41	13.89	22.41	11.76	36	58	51
4	27.45	33.33	28.30	41.18	33.33	33.96	19.61	18.18	16.98	11.76	15.15	20.75	51	33	53
5	35.29	55.56	38.24	47.06	26.67	20.59	11.76	8.89	5.88	5.88	8.89	35.29	34	45	34
6	32.26	51.85	46.67	32.26	22.22	46.67	25.81	18.52	3.33	9.68	7.41	3.33	31	27	30
All Grades	25.86	28.95	22.49	38.94	24.56	32.22	21.18	26.02	20.06	14.02	20.47	25.23	321	342	329

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.90	4.11	5.36	6.90	9.59	5.36	46.55	57.53	44.64	39.66	28.77	44.64	58	73	56
1	0.00	2.08	1.96	22.00	8.33	1.96	12.00	16.67	13.73	66.00	72.92	82.35	50	48	51
2	0.00	3.45	3.70	20.75	31.03	18.52	52.83	22.41	3.70	26.42	43.10	74.07	53	58	54
3	3.77	0.00	3.92	24.53	18.97	25.49	43.40	43.10	45.10	28.30	37.93	25.49	53	58	51
4	0.00	0.00	7.55	30.43	27.27	30.19	32.61	39.39	30.19	36.96	33.33	32.08	46	33	53
5	14.55	4.44	8.82	12.73	37.78	26.47	36.36	37.78	23.53	36.36	20.00	41.18	55	45	34
6	3.23	7.41	16.67	19.35	37.04	30.00	51.61	33.33	40.00	25.81	22.22	13.33	31	27	30
All Grades	3.74	2.92	6.08	26.48	22.22	18.54	40.50	37.13	28.27	29.28	37.72	47.11	321	342	329

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	6.85	7.14	73.02	61.64	48.21	15.87	31.51	44.64	63	73	56
1	56.00	16.67	23.53	32.00	60.42	52.94	12.00	22.92	23.53	50	48	51
2	21.43	31.03	25.93	69.64	55.17	46.30	8.93	13.79	27.78	56	58	54
3	25.00	32.76	25.49	66.67	48.28	62.75	8.33	18.97	11.76	36	58	51
4	37.25	39.39	43.40	54.90	51.52	43.40	7.84	9.09	13.21	51	33	53
5	32.35	33.33	11.76	55.88	55.56	55.88	11.76	11.11	32.35	34	45	34
6	16.13	33.33	16.67	64.52	44.44	70.00	19.35	22.22	13.33	31	27	30
All Grades	28.35	25.44	22.80	59.81	54.97	52.89	11.84	19.59	24.32	321	342	329

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.46	15.07	16.07	55.56	34.25	32.14	26.98	50.68	51.79	63	73	56
1	12.00	16.67	7.84	78.00	68.75	58.82	10.00	14.58	33.33	50	48	51
2	33.93	22.41	9.26	57.14	62.07	70.37	8.93	15.52	20.37	56	58	54
3	27.78	36.21	41.18	61.11	37.93	43.14	11.11	25.86	15.69	36	58	51
4	29.41	39.39	16.98	58.82	42.42	52.83	11.76	18.18	30.19	51	33	53
5	58.82	64.44	50.00	35.29	24.44	14.71	5.88	11.11	35.29	34	45	34
6	54.84	70.37	80.00	32.26	18.52	20.00	12.90	11.11	0.00	31	27	30
All Grades	30.53	33.33	27.05	56.07	42.69	44.68	13.40	23.98	28.27	321	342	329

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.76	4.11	1.79	90.48	64.38	46.43	4.76	31.51	51.79	63	73	56
1	8.00	6.25	3.92	36.00	10.42	1.96	56.00	83.33	94.12	50	48	51
2	5.36	0.00	5.56	51.79	56.90	20.37	42.86	43.10	74.07	56	58	54
3	2.78	1.72	5.88	61.11	37.93	56.86	36.11	60.34	37.25	36	58	51
4	7.84	3.03	1.89	58.82	54.55	54.72	33.33	42.42	43.40	51	33	53
5	14.71	8.89	11.76	61.76	62.22	41.18	23.53	28.89	47.06	34	45	34
6	3.23	11.11	16.67	38.71	48.15	40.00	58.06	40.74	43.33	31	27	30
All Grades	6.54	4.39	5.78	58.88	48.54	37.08	34.58	47.08	57.14	321	342	329

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.98	12.33	28.57	34.92	46.58	19.64	38.10	41.10	51.79	63	73	56
1	0.00	0.00	0.00	74.00	56.25	31.37	26.00	43.75	68.63	50	48	51
2	1.79	8.77	9.26	69.64	66.67	55.56	28.57	24.56	35.19	56	57	54
3	8.33	0.00	1.96	72.22	77.59	84.31	19.44	22.41	13.73	36	58	51
4	17.65	9.09	7.55	68.63	69.70	73.58	13.73	21.21	18.87	51	33	53
5	44.12	17.78	5.88	44.12	68.89	52.94	11.76	13.33	41.18	34	45	34
6	19.35	22.22	16.67	70.97	70.37	83.33	9.68	7.41	0.00	31	27	30
All Grades	15.89	9.09	10.03	61.06	63.64	55.32	23.05	27.27	34.65	321	341	329

Conclusions based on this data:

1. The number of students tested has decreased 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 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
471	**94.9%**	**72.6%**	**0.6%**
Total Number of Students enrolled in Roseland Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	342	72.6%
Foster Youth	3	0.6%
Homeless	36	7.6%
Socioeconomically Disadvantaged	447	94.9%
Students with Disabilities	79	16.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4%
American Indian	3	0.6%
Asian	4	0.8%
Filipino	0	0.0%
Hispanic	446	94.7%
Two or More Races	6	1.3%
Pacific Islander	3	0.6%
White	7	1.5%

Conclusions based on this data:

1. 94.9% of our students are considered Socioeconomically Disadvantaged

2. 72.6% of our students are considered English Learner students

3. 94.7% of our students are Hispanic

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Math increased 3.8 points.
2. Suspension Rate, ELPI, ELA, and Chronic Absenteeism have all declined.
3. We plan to continue our LCAP work to improve these areas.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	2	1	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
34.1 points below standard	41.2 points below standard	45.3 points below standard
Maintained 1.3 points	Maintained 0.8 points	11 Students
232 Students	194 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	34.7 points below standard	37 points below standard
	Increased 26.7 points	Increased 4.2 points
	20 Students	220 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
105.6 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 9.4 points	2 Students	1 Student
43 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	34.5 points below standard
3 Students		Maintained 2.4 points
		221 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
2 Students		3 Students

Conclusions based on this data:

1. The SWD subgroup is in Red.
2. All other subgroups have maintained or increased.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Yellow	 No Performance Color
37.9 points below standard	42.4 points below standard	47.5 points below standard
Increased 3.8 points	Increased 3.3 points	11 Students
235 Students	197 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	14.6 points below standard	39.9 points below standard
	Increased 47.4 points	Increased 5 points
	20 Students	223 Students

Students with Disabilities	African American	American Indian
 Red 106.8 points below standard Declined 28.8 points 43 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students	 Yellow 37.4 points below standard Increased 6.1 points 224 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. All students, Hispanic, SED, and ELs have all increased.
2. Students with disabilities are Red.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Orange	 No Performance Color
42.9 science points	42.4 science points	0 Students
Declined 2.4 points	Maintained -0.1 points	
44 Students	36 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	40 science points
	6 Students	Declined 5.2 points
		39 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Orange 42.9 science points Maintained -1.8 points 41 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. This is the first year we have had colors for science testing.
2. All subgroups are in Orange.
3. This is such a small subgroup of students (5th grade only) that there will be fluctuations in scores from year to year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
40.5 making progress.	making progress.
Number Students: 259 Students	Number Students: 5 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.

2025 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**
20.5%	39%	0.8%	39.8%

Conclusions based on this data:

1. 39.8% of students increased at least one ELPI level.
2. 20.5% of students decreased one ELPI Level.
3. We are at Orange status overall.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Red	 No Performance Color
14.5% Chronically Absent	13.4% Chronically Absent	0% Chronically Absent
Increased 3.5	Increased 3.5	0
516 Students	381 Students	11 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	21.6% Chronically Absent	14.7% Chronically Absent
3 Students	Increased 2.2	Increased 4.1
	37 Students	491 Students

Students with Disabilities	African American	American Indian
 Yellow 16.3% Chronically Absent Declined 2.9 104 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color 0 Students	 Red 13.8% Chronically Absent Increased 3.9 487 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Yellow	 No Performance Color
1.1% suspended at least one day	0.8% suspended at least one day	9.1% suspended at least one day
Increased 0.3%	Increased 0.3%	11 Students
526 Students	386 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	2.5% suspended at least one day	1% suspended at least one day
3 Students	Increased 2.5%	Increased 0.3%
	40 Students	500 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
0.9% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -0.2%	2 Students	3 Students
107 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	1% suspended at least one day
4 Students		Maintained 0.1%
		495 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	8.3% suspended at least one day
6 Students	4 Students	12 Students

Conclusions based on this data:

1. Our overall suspension rate is 1.1%%, which is low.
2. All subgroups have maintained or increased.
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 % Highly qualified % Misassignments of teachers of EL	99.93% highly qualified 0% misassignments	100% highly qualified 0% misassignments
PROFESSIONAL DEVELOPMENT Youth Truth - staff survey Professional Development Overall Percent Positive	67%	65%+
BROAD COURSE OF STUDY % of students who have access to a broad course of study	100%	100%
IMPLEMENTATION OF STANDARDS Local Indicator on CA Dashboard	2025 "Standard Met"	"Met" (As measured by the local indicator rubric)

Completion of the "Implementation of the Standards Local Indicator" (see detailed report)	ELA: PL-4 IM-4, PPS-4 ELD: PL-3 IM-3, PPS-3 Math: PL-5 IM-5, PPS-4 NGSS: PL-4, IM-4,PPS-4 History/SS: PL-4, IM-4, PPS-4	ELA- 4 or better Math- 4 or better History/Social Science- 3 English Language Development- 3 Next Generation Science Standards- 4 or better
EL ACCESS to CA Standards including ELD Standards % of ELs with access to CA Content Standard % of ELs with access to ELD Standards	100% (As measured by the local indicator rubric) 100%(As measured by the local indicator rubric)	100% (As measured by the local indicator rubric) 100%(As measured by the local indicator rubric)
LIBRARY SERVICES % of students that have access to weekly library services.	100%	100%
INSTRUCTIONAL MATERIALS % of students with access to their own copies of standards-aligned instructional materials for use at school and at home Williams Act Complaints	100% instructional materials 0 Williams Act Complaints	100% instructional materials 0 Williams Act Complaints
ATTENDANCE RATE (P2)	93.56%	>95%
CHRONIC ABSENTEEISM	Red (14.5%)	Yellow or better
YOUTH TRUTH STUDENT SURVEY Overall Engagement Metric	89%	86%+
CAASPP ELA	34.1 points below standard- Orange (All Students) 37 points below standard- Yellow (Socioeconomically Disadvantaged) 34.5 points below standard- Orange (Hispanic) 41.2 points below standard- Orange (English Learner) 105.6 points below standard- Red (Students with Disabilities) 45.3 points below standard - Long Term English Learners- Less than 20 students so no color	increase 10 points for all students and for each numerically significant student group
CAASPP Math	37.9 points below standard- Yellow (All Students) 39.9 points below standard- Yellow (Socioeconomically Disadvantaged) 37.4 points below standard- Yellow (Hispanic) 42.4 points below standard- Yellow (English Learners) 106.8 points below standard- Red (Students with Disabilities)	increase 10 points for all students and for each numerically significant student group

	47.5 points below standard - Long Term English Learners- Less than 20 students so no color	
CAASPP Science CAST % met or exceeded standard	10%- All Students 5%- Socioeconomically Disadvantaged 10%- Hispanic/Latino 3%- English Learners %- Students with Disabilities %- Long Term English Learner Data	Increase 5 percentage points for all students and all numerically significant student groups.
OTHER PUPIL OUTCOMES STAR READING At/Above 50% Percentile Rank (Spring)	Reading 32%	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 -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. -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. -Fund North Coast Teacher Induction Program (NCTIP). -Provide focused time for staff collaboration, including designated time for collaboration between special education and general education staff, and data analysis to support differentiation. -Conduct Accelerated Schools Process (ASP) inquiry work to help determine districtwide action plans to support student achievement. -Implement ASP action plans. • Professional Development and collaboration time to implement new ELA/ELD curriculum. • Identify focus areas for professional development.	All Students, EL students, under performing students	44,312.61 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Centralized-Professional Development

1.2			
1.3			
1.4	The items below are in the LCAP, but are not paid for by categorical funds. These items meet the Basic Plan Requirements #1 (A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student) 1.1 Staffing -Provide a Highly Qualified Teaching staff to all students. -Provide a high quality district and site leadership team (principals & superintendent). -Maintain district office and school office staff. -Ensure students are safe on campus (Instructional assistant/yard duty supervision). -Provide qualified substitute coverage for teacher absences (illness, personal leave, maternity leave, etc.). 1.2 Supplemental Materials, Assessment & Technology -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. -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.) -Provide funds for technology staff and supplemental costs related to increased technology access (technology department staff, hardware, software, lab equipment, etc.).	All Students, EL students, under performing students	See LCAP

	-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. 1.4 Instructional Materials • Purchase & implement standards-based district-adopted curriculum for the core content areas, including replacement/consumable materials. • Implement new ELA/ELD Curriculum 1.5 Library • Provide library time for all classes; fund library assistant positions. • Purchase library materials. • To support newcomers, purchase more books with a global variety in languages in addition to English and Spanish 1.6 School/Classroom Budgets for Basic Supplies/Services -Provide site and classroom level funding to support basic supplies and services. 1.7 Enrichment • Provide ongoing enrichment opportunities during and after school to support student engagement. • 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. • Provide a robust music education program. • Contribute funding to support sixth grade outdoor education.		

	• 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: 2025-26

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) (6% higher than Sonoma County)

1.2 Supplemental Materials, Assessment & Technology & 1.6 School/Classroom Budgets for Basic Supplies/Services

- 73% "I have the necessary resources to do my job well." (Youth Truth Staff Survey) (1% higher than Sonoma County)
- 89% Overall Resources (Youth Truth Family Survey) (16% 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
- 90% “My school has the resources necessary to achieve learning goals.” (Youth Truth Survey Family) (15% higher than the county)

1.5 Library

- 100% of students have access to weekly library services

1.7 Enrichment

- Chronic Absenteeism Rate (CA Dashboard) - 14.5% (Red)
- Overall Engagement category on Youth Truth
- 89% Students (2% higher than Sonoma County)
- 80% Families (9% higher than Sonoma County)
- 90% Staff (7% 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 2025-2026 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 2026-27 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	34.1 points below standard- Orange (All Students) 37 points below standard- Yellow (Socioeconomically Disadvantaged) 34.5 points below standard- Orange (Hispanic) 41.2 points below standard- Orange (English Learner) 105.6 points below standard- Red (Students with Disabilities) 45.3 points below standard - Long Term English Learners- Less than 20 students so no color	increase 10 points for all students and for each numerically significant student group
CAASPP MATH	37.9 points below standard- Yellow (All Students) 39.9 points below standard- Yellow (Socioeconomically Disadvantaged) 37.4 points below standard- Yellow (Hispanic) 42.4 points below standard- Yellow (English Learners) 106.8 points below standard- Red (Students with Disabilities) 47.5 points below standard - Long Term English Learners- Less than 20 students so no color	increase 10 points for all students and for each numerically significant student group
# of subgroups at the red level	ELA: 1 Math: 1	ELA: 0 Math: 0
YOUTH TRUTH FAMILY SURVEY: % of TK-6 families who agree or strongly agree with: "School provides the guidance necessary to help the child succeed."	90%	89%+
CA Dashboard SWD Indicators CAASPP ELA	ELA: Red (-105.6)	ELA: increase 10 points
CA Dashboard SWD Indicators CAASPP Math	Math: Red (-106.8)	Math: increase 10 points
PROGRAMS AND SERVICES % of students with disabilities who are provided with access to legally required programs and services.	100%	100%
YOUTH TRUTH FAMILY SURVEY: % of TK-6 families with SWD who agree or strongly agree with: Parent/family members are included in planning school activities.	77%	85%+

ENGLISH LEARNER PROGRESS INDICATOR	40.5% Orange	Yellow or better
Long Term English Learners	1.7%	3% or lower
ATTENDANCE RATE (Aug-March)	95%	96%+
CHRONICALLY ABSENT	14.5% (Red)	<15%
EL ACCESS to CA Standards including ELD Standards	100% 100%	100% 100%
RECLASSIFICATION RATE	5% (CA Dataquest 2024-25) 26 Students were RFEP during the 2024-25 school year (local data)	Maintain 8.5%+
MISASSIGNMENTS OF TEACHERS OF English Learners	0%	<1%
CAASPP % STANDARD NOT MET ELA	ELA Standard Not Met: 35% (All Students) 37% (Socioeconomically Disadvantaged) 36% (Hispanic) 49% (English Learner) 74% (Students with Disabilities) Less than 11 students (Long Term English Learners) Math Standard Not Met: 36% (All Students) 37% (Socioeconomically Disadvantaged) 36% (Hispanic) 45% (English Learners) 77% (Students with Disabilities) Less than 11 students (Long Term English Learners)	ELA: Reduce Standard Not Met Overall and for Each Student Group by 6% MATH: Reduce Standard Not Met Overall and for Each Student Group by 6%
ATTENDANCE RATE	93.56% (April/PII)	95%+
CHRONIC ABSENTEEISM RATE	Orange (14.5%)	Yellow or better
SUSPENSION RATE	Orange (1.1%)	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: • Fund student service managers, who provide behavior support	All Students, EL Students, under performing students	324,935 Title I 1000-1999: Certificated Personnel Salaries

	and facilitate schoolwide activities that promote student motivation and school connectedness. • Provide counseling services for students to provide conflict management and social emotional support, as well as to build college and career awareness. • 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. • 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: • Implement EL Master Plan, which includes professional development, a detailed description of our language acquisition programs, and supports for Long-term ELs. • Provide additional staff, services, & materials for Multilingual Learners • Provide newcomer support services; form an ad hoc to develop an articulated plan to increase supports for newcomer students. • For Redesignated English Proficient (RFEP) Pupils, monitor students' progress towards proficiency in the Common Core State Standards for four years. • Implement new ELD curriculum • Support successful implementation of new ELD curriculum with ongoing staff collaboration time to review standards, discuss instructional strategies, and monitor student progress.	EL Students	12,316.18 Title III 1000-1999: Certificated Personnel Salaries Centralized

2.4	LCAP 2.6 - Fund intervention teachers to support learning acceleration for identified students.	EL Students, under performing students	120,218.20 Title III 1000-1999: Certificated Personnel Salaries
2.5	LCAP actions that don't use federal funding: 2.1 Academic Support Staff • Leadership and support: Provide the district and school site leadership necessary to support student achievement including: planning professional development, facilitating Accelerated Schools Process work, monitoring student progress, overseeing intervention services, overseeing implementation of districtwide action plans, and supporting English Learner progress through in-classroom coaching, student data chats, English Learner focused trainings, etc. (Academic Deans and Asst. Superintendent of Curriculum and Instruction) • Instructional Assistants: Continue to provide Highly Qualified instructional assistants to support student achievement and implementation of tier-one interventions for universal access/small group instruction. • Reduced class size: Ensure that students in grades Transitional Kindergarten through Third Grade benefit from a reduced class size. This provides increased academic support and individual assistance to these students. Fund additional teachers needed to support this. 2.3 Special Education -Provide mandated Special Education Services, including funding for special education staff (Director of Special Education Services, Psychologists, RSP, Special Day Class, Speech, Instructional Assistants, etc.). -The Special Education Director and	All Students	see LCAP

	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. -Maintain additional school psychologist FTE to provide increased/ improved services for tier two behavior supports, crisis support & risk assessment, and student achievement. -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). -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. -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. -Support parents of students with disabilities to attend county Community Advisory Committee (CAC) meetings. LCAP 2.4 Expanded Health Support Services • Provide school nursing services • Provide health assistants to support school sites in providing		

	expanded health support service needs 2.7 School Climate Student Engagement, & Attendance -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. -Designated staff will receive SARB truancy training to ensure Chronic Absenteeism is being properly monitored and addressed -Additional monitoring and support will be provided for students with disabilities who are at risk of being Chronically Absent -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) -Each school site will implement positive discipline practices and develop a plan to implement alternative measures to suspension • Decrease Chronic Absenteeism through increased student engagement opportunities and positive school climate		
2.9			

Annual Review

SPSA Year Reviewed: 2025-26

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 in Red Status (Very Low) on CAASPP ELA and Math (SWD)

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) (50% better than Sonoma County)

2.5 EL Support
- 40.5% ELPI: EL students making progress towards English Language proficiency (compared to state data of 46.4%)
- 5% Reclassification Rate (compared to state data of 47.4%)

2.6 Intervention
- 35% Standard Not Met for CAASPP ELA (compared to the state 31%)
- 36% 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 - My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders.) Parents/guardians feel empowered to play a meaningful role in decision-making at school Spanish-speaking parents/guardians feel included in planning school activities % of parents/guardians who have a child with a special education status who feel engaged with their child's school.	89% 68% 83% 62%	92%+ 75%+ 85%+ 85%+
SCHOOL CONNECTEDNESS YOUTH TRUTH OVERALL ENGAGEMENT YOUTH TRUTH OVERALL RELATIONSHIPS	Staff: 90% Families: 80% Students: 89% Staff: 96% Families: 86% Students: 87%	Staff: 88%+ Families: 83%+ Students: 87%+ Staff: Maintain 90%+ Families: Maintain 90%+ Students: 82%+
SCHOOL SAFETY (Youth Truth Survey) Overall Safety	Staff: 76% Families: 83% Students: 77%	Staff: 74%+ Families: 75%+ Students: 65%+
ATTENDANCE RATE	93.56% (April/P2)	95%+
FACILITIES INSPECTION REPORT (FIT Report) # instances where facilities do not meet the "good repair" standard (Local Indicator) % of schools meet the overall "good" or "exemplary" rating.	0 (do not meet) 100% ("good" or "exemplary")	0 (do not meet) 100% ("good" or "exemplary")

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 • Continue to provide services and actions that promote welcoming, equitable, and safe school cultures that include respect for	All Students	see LCAP

	and acceptance of all abilities, ethnicities, cultures, racial identities, religions, sexual-orientations, gender-identities and gender expressions. LCAP 3.2 Family Engagement • Communication: Utilize Parent Square as a two-way communication at the district, site and classroom level. -Provide parent workshops/parent education opportunities. • Continue to utilize the Communities Relations Coordinator to support related community relations and parent/family communication. -Continue to partner with community organizations to increase family engagement and support services • 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 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). -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) -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) LCAP 3.3 Safety • Ensure students are safe on campus with clear systems and		

	procedures that are reviewed and practiced. • Implement school safety plans, including preparedness for emergency situations (training on procedures, drills, etc.). • Continue to fund a Safety Coordinator. • Behavior ad hoc to develop an action plan to support positive behavior and implementation of tiered supports. LCAP 3.4 Facilities • Provide funding for custodial, maintenance, repairs, utilities, supplies, etc. LCAP 3.5 Nutrition Services • Offer universal breakfast & healthy lunch options. LCAP 3.6 Transportation -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. LCAP 3.7 Technology (Base) • Provide software, hardware, materials, equipment, infrastructure and services necessary to support ongoing technology needs & implementation of district technology plan, including Director of Technology and Information Services. LCAP 3.8 Operations • 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. -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: 2025-26

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?" 49% (13% lower than the county)

3.2 Family Engagement
Family YouthTruth Survey:

- "I feel engaged with my school" 81% (2% higher than the county)
- “Communication and Feedback” 91% (10% higher than the county)

3.3 Safety
School Safety Category (Youth Truth Survey)

- Staff: 76% (3% lower than the county)
- Families: 83% (16% higher than the county)
- Students: 77% (10% 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	$501,781.99
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	$324,935.00
Title II Part A: Improving Teacher Quality	$44,312.61
Title III	$132,534.38

Subtotal of additional federal funds included for this school: $501,781.99

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: $501,781.99

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	-31,917.00
Title II Part A: Improving Teacher Quality	36,756	-7,556.61
Title III	181,420	48,885.62
Title III Immigrant Education Program		

Expenditures by Funding Source

Funding Source	Amount
Title I	324,935.00
Title II Part A: Improving Teacher Quality	44,312.61
Title III	132,534.38

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	457,469.38
5800: Professional/Consulting Services And Operating Expenditures	44,312.61

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	324,935.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	44,312.61
1000-1999: Certificated Personnel Salaries	Title III	132,534.38

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,312.61
Goal 2	457,469.38

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

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Amy Eng	Principal
Mayra Madriz	Parent or Community Member
Astrid Molina	Parent or Community Member
Diana Pureco	Parent or Community Member
Maria Garcia	Parent or Community Member
Andrea Carrillo	Other School Staff
Garrett Cuneo	Classroom Teacher
Kristin Robbins	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	

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