School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Rosedell Elementary School
Address	27853 Urbandale Ave. Saugus, CA 91350-1914
County-District-School (CDS) Code	19649986022693
Principal	Elizabeth Balena
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	May 25, 2023
Local Board Approval Date	

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

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School Vision and Mission

At Rosedell, our mission is to build a learning community where all are committed to helping students on their journey to reach their academic and social potential in a nurturing, inclusive, diverse, and collaborative learning environment.

The School Vision is "All Students Learning-Whatever It Takes!"

School Profile

Rosedell Elementary, nestled in the northeast part of the Santa Clarita Valley and thirty miles north of Los Angeles, is a school that works diligently to promote excellence and is proud of the honors it has been bestowed. Rosedell was selected as a California Distinguished School in 1987, 1995, 2003 and 2006. In the year 2000, Rosedell was selected as one of sixteen schools honored by the state of California for excellence in the arts. Most recently, in 2016, Rosedell was recognized as a California Gold Ribbon School and also received the California Exemplary Arts Award. Each year Rosedell students are recognized for Student Achievement, Character Counts, Effort, and numerous other awards and honors.

Rosedell is committed to the vision of "All Students Learning-Whatever It Takes!" This philosophy resonates throughout the entire Rosedell community as we work together to provide an engaging, interactive learning environment based on the California State Standards. Most noteworthy is our unique focus on arts integration which leads to an enriching learning experiences to best meet the needs of all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Rosedell works closely with all educational partners to review and update our Single Plan for Student Achievement. During Site Council Meetings (September 22, 2022; October 20, 2022; December 1, 2022; January 19, 2023; February 16, 2023; March 16, 2023; April 20, 2023; May 25, 2023) English Language Advisory Committee Meetings (Sept. 29, 2022, Nov.17, 2022, Feb. 16, 2023, May 25, 2023), and PTA Meetings (August 23, 2022; September 27, 2022; October 25, 2022; Nov. 29, 2022; Feb. 28, 2023; Mar 28, 2023; May 23, 2023), parents are given the opportunity to share opinions and discuss the presented school goals. At Staff Meetings, teachers collaborate and give input as we work on our Site Plan goals. Teacher input is shared on effective actions in working toward our Site Goals. Teacher Leadership Team and PBIS school teams meet bi-monthly to discuss how to support our students and make gains on our SPSA goals. With our student leadership we discuss the needs of our students based on the connectedness survey results.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	84	90	100
Grade 1	60	106	74
Grade 2	56	81	103
Grade3	71	90	79
Grade 4	66	88	90
Grade 5	78	101	92
Grade 6	71	107	100
Total Enrollment	486	663	638

Conclusions based on this data:

1. Enrollment declined significantly between 19 - 20 and 20-21.

2. Enrollment increased from 20-21 and 21 - 22.

3. Enrollment decreased from 21 - 22 and 22 - 23.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	28	34	27	5.80%	5.1%	4.2%
Fluent English Proficient (FEP)	21	46	43	4.30%	6.9%	6.7%
Reclassified Fluent English Proficient (RFEP)	3			10.7%		

Conclusions based on this data:

1. The percentage of English Learners declined between 21-22 and 22-23.

2. The percentage of Fluent English Proficient decreased slightly between 21-22 and 22-23.

3. Percentage of students has remained between 5 and 6% over the past 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	91		0	91		0	91		0.0	100.0	
Grade 4	63	94		0	92		0	92		0.0	97.9	
Grade 5	78	94		0	92		0	92		0.0	97.9	
Grade 6	81	103		0	102		0	102		0.0	99.0	
All Grades	297	382		0	377		0	377		0.0	98.7	

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2450.			39.56			26.37			13.19			20.88	
Grade 4		2476.			29.35			26.09			23.91			20.65	
Grade 5		2499.			23.91			26.09			26.09			23.91	
Grade 6		2529.			22.55			28.43			22.55			26.47	
All Grades	N/A	N/A	N/A		28.65			26.79			21.49			23.08	

Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.97			54.95			12.09	
Grade 4		25.00			65.22			9.78	
Grade 5		19.57			68.48			11.96	
Grade 6		25.49			49.02			25.49	
All Grades		25.73			59.15			15.12	

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.67			41.76			28.57	
Grade 4		11.96			66.30			21.74	
Grade 5		15.22			57.61			27.17	
Grade 6		13.73			50.98			35.29	
All Grades		17.51			54.11			28.38	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.68			67.03			14.29	
Grade 4		17.39			66.30			16.30	
Grade 5		7.61			79.35			13.04	
Grade 6		18.63			76.47			4.90	
All Grades		15.65			72.41			11.94	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.08			60.44			16.48	
Grade 4		17.39			68.48			14.13	
Grade 5		21.74			54.35			23.91	
Grade 6		16.67			73.53			9.80	
All Grades		19.63			64.46			15.92	

Conclusions based on this data:

1. 3rd grade shows highest percentage in at or above grade level for all areas.

2. Writing was our greatest area of growth out of all ELA content areas.

3. 5th grade scored the lowest in listening at 7.61 at or above grade level.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	91		0	91		0	91		0.0	100.0	
Grade 4	63	94		0	92		0	92		0.0	97.9	
Grade 5	78	94		0	93		0	93		0.0	98.9	
Grade 6	81	103		0	102		0	102		0.0	99.0	
All Grades	297	382		0	378		0	378		0.0	99.0	

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2462.			46.15			14.29			19.78			19.78	
Grade 4		2496.			28.26			29.35			27.17			15.22	
Grade 5		2478.			11.83			20.43			30.11			37.63	
Grade 6		2515.			16.67			27.45			23.53			32.35	
All Grades	N/A	N/A	N/A		25.40			23.02			25.13			26.46	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.55			32.97			16.48	
Grade 4		39.13			44.57			16.30	
Grade 5		13.98			46.24			39.78	
Grade 6		18.63			47.06			34.31	
All Grades		30.16			42.86			26.98	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		39.56			37.36			23.08	
Grade 4		30.43			48.91			20.65	
Grade 5		10.75			52.69			36.56	
Grade 6		14.71			52.94			32.35	
All Grades		23.54			48.15			28.31	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		42.86			42.86			14.29	
Grade 4		23.91			56.52			19.57	
Grade 5		15.05			56.99			27.96	
Grade 6		10.78			66.67			22.55	
All Grades		22.75			56.08			21.16	

Conclusions based on this data:

1. Concepts and procedures was highest at 30.16 at or above grade level.

2. Communicating reasoning was lowest at 22.75 at or above grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	5	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		5	*	
4	*	*		*	*		*	*		9	*	
5	*	*		*	*		*	*		6	7	
6	*	*		*	*		*	*		5	8	
All Grades										32	29	

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	31.25	24.14		28.13	41.38		28.13	10.34		12.50	24.14		32	29	

Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	40.63	44.83		31.25	24.14		21.88	10.34		6.25	20.69		32	29	

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	25.00	13.79		21.88	27.59		28.13	34.48		25.00	24.14		32	29	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	40.63	27.59		53.13	55.17		6.25	17.24		32	29	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	40.63	44.83		50.00	34.48		9.38	20.69		32	29	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	28.13	20.69		37.50	41.38		34.38	37.93		32	29	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	25.00	20.69		68.75	62.07		6.25	17.24		32	29	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
663	**27.6**	**5.1**	**0.5**
Total Number of Students enrolled in Rosedell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	34	5.1
Foster Youth	3	0.5
Homeless	1	0.2
Socioeconomically Disadvantaged	183	27.6
Students with Disabilities	101	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.8
American Indian	3	0.5
Asian	19	2.9
Filipino	14	2.1
Hispanic	294	44.3
Two or More Races	36	5.4
Pacific Islander	3	0.5
White	277	41.8

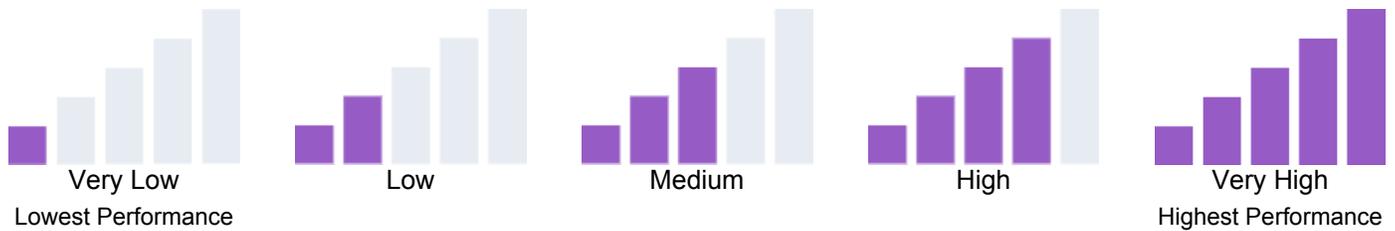**Conclusions based on this data:**

1. Our Socioeconomically Disadvantaged students are 27.6%.

2. Our Engilsh Learners are 5.1%.

3. Hispanic student group is the largest at 44.3%.

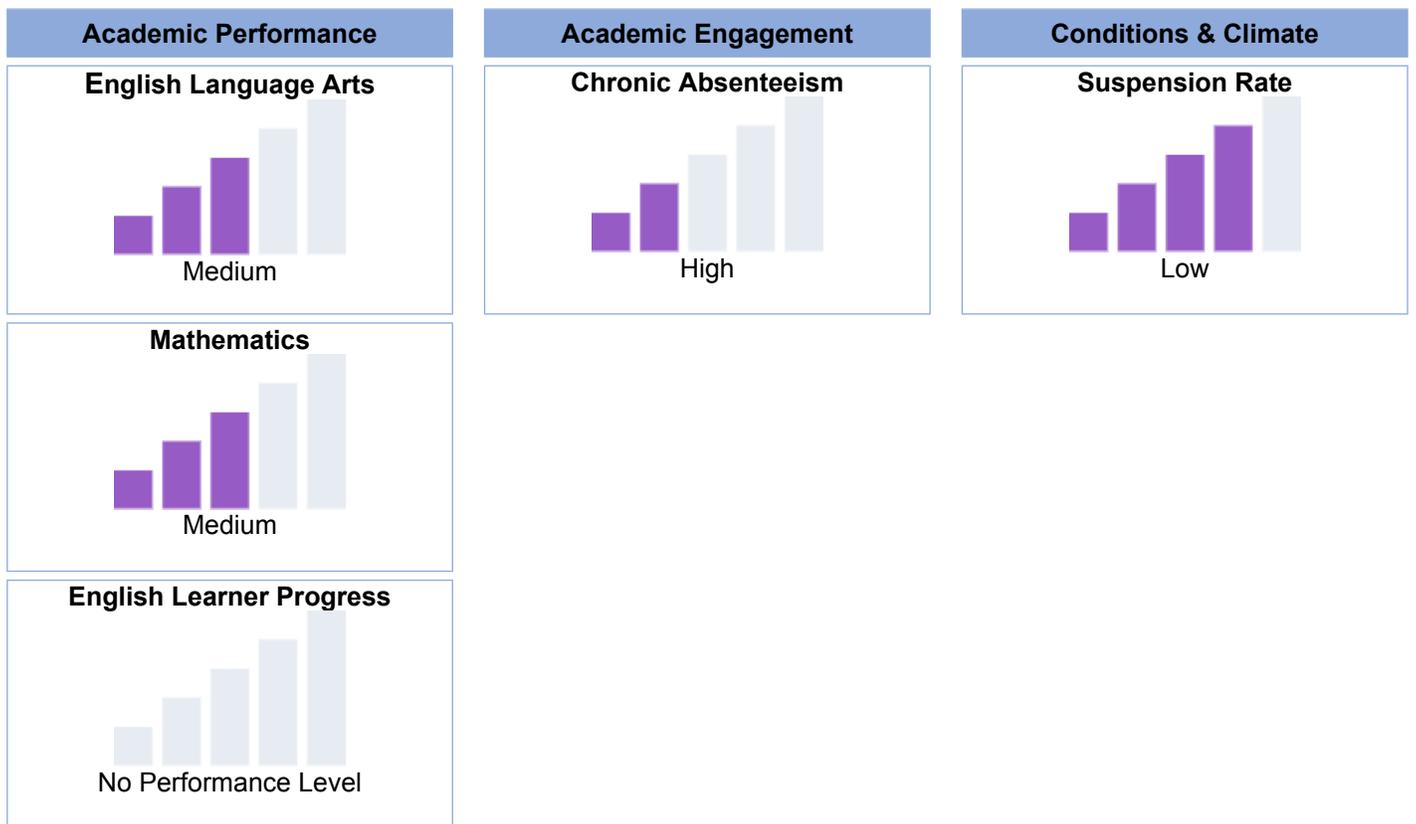# School and Student Performance Data

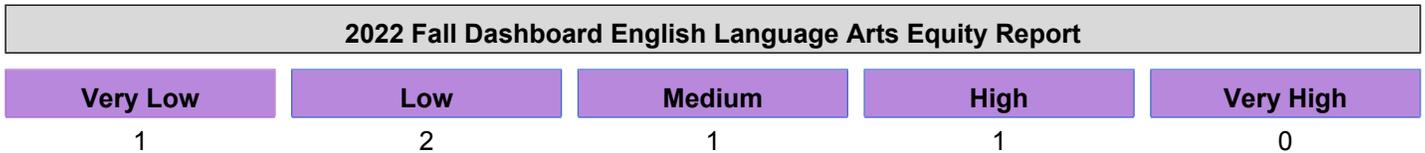## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
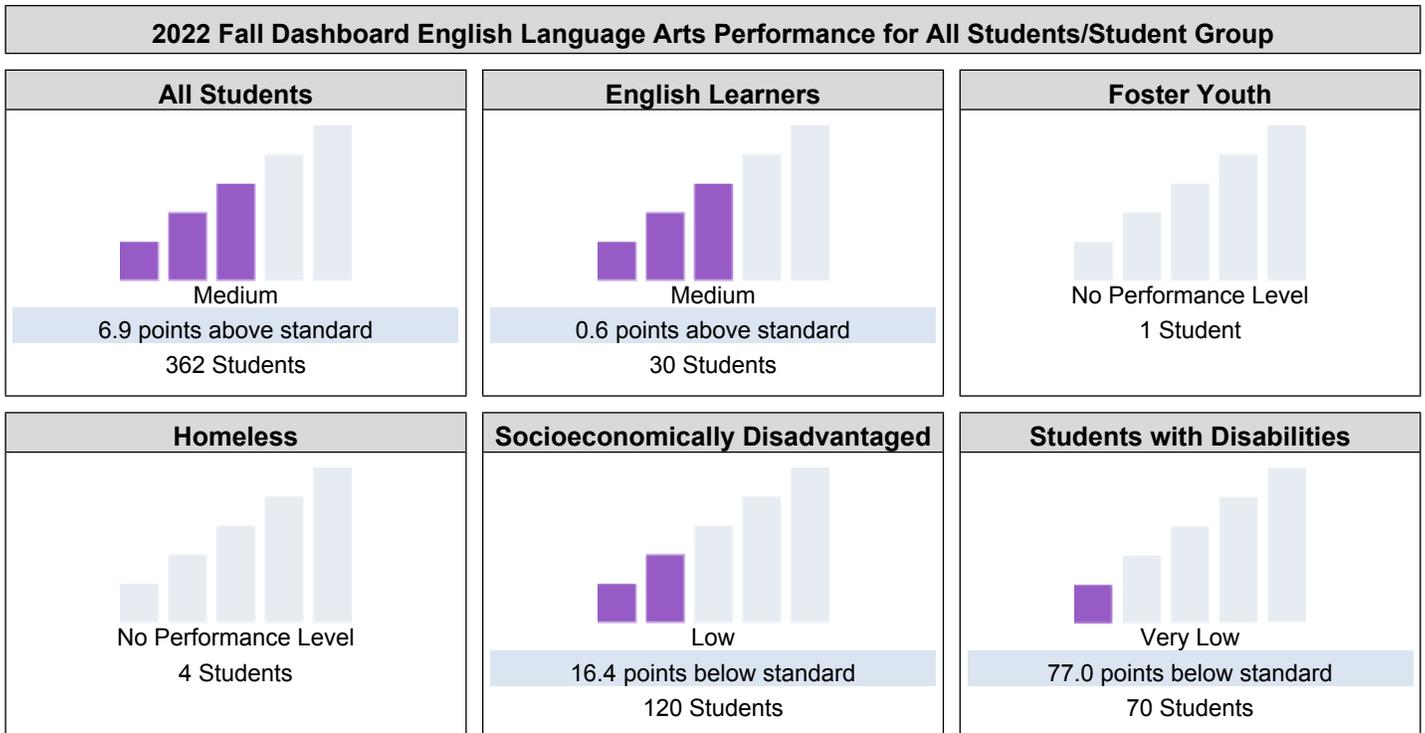
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
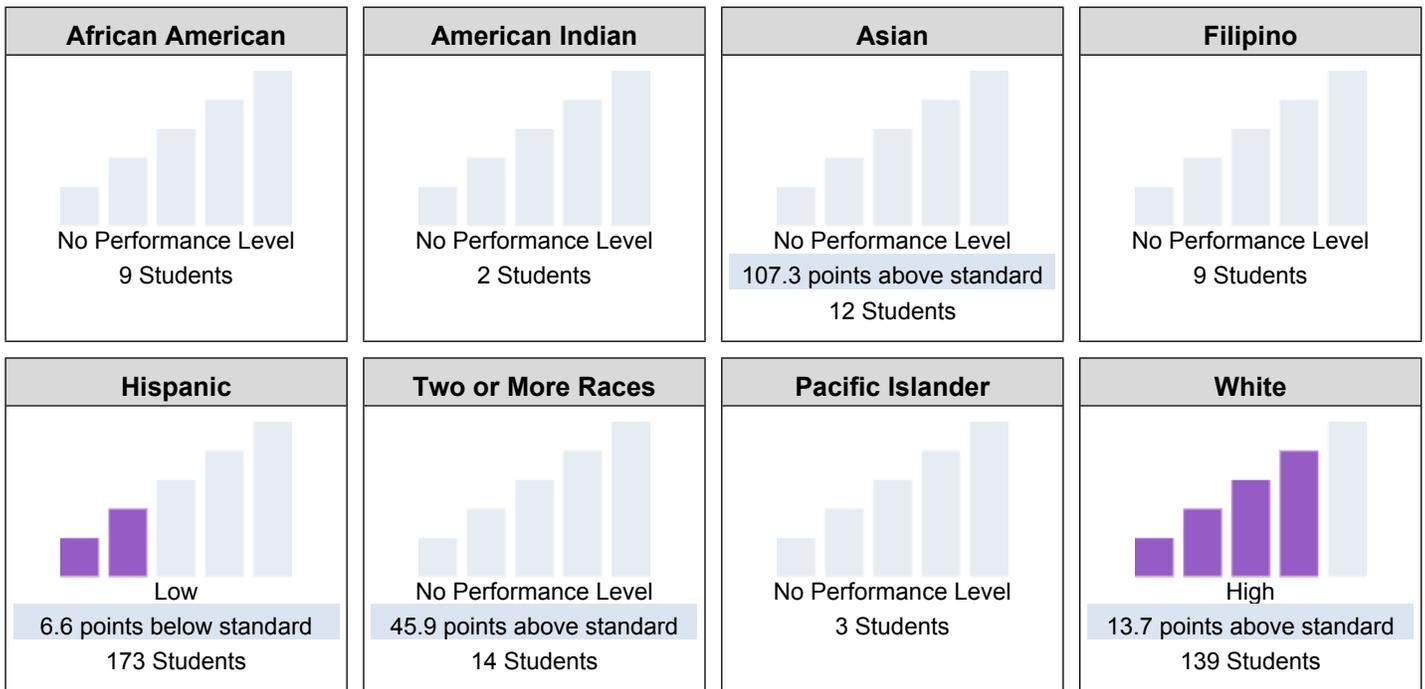
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	**Chronic Absenteeism** High	**Suspension Rate** Low
Mathematics Medium		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. Chronic absenteeism is high.

2. Suspension rate is low.

3. Our percent of English Learners does not make up a sub group to collect data.

School and Student Performance Data

Academic Performance
English Language Arts
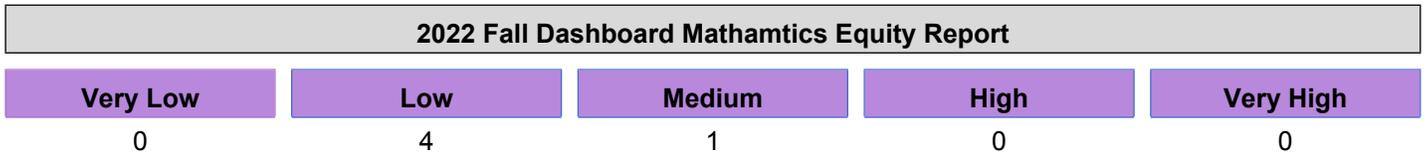
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
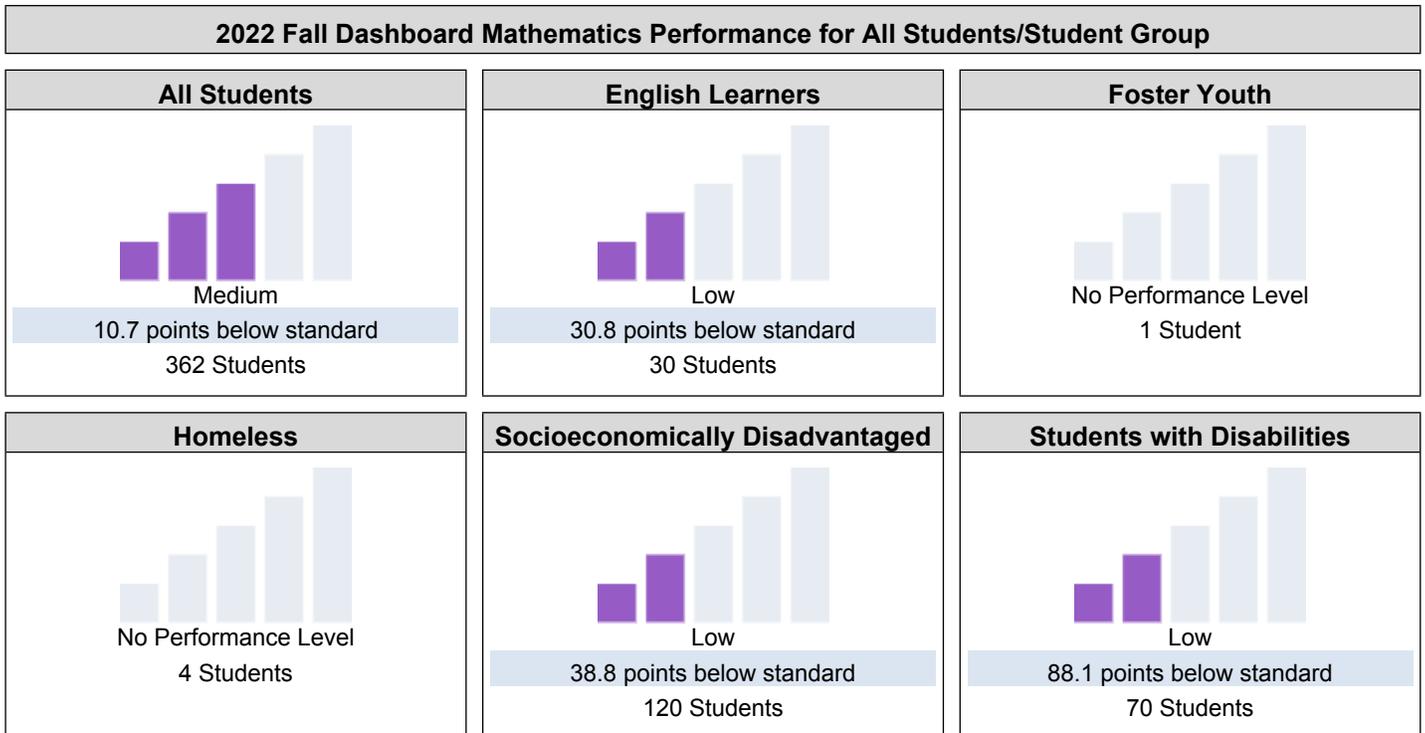
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
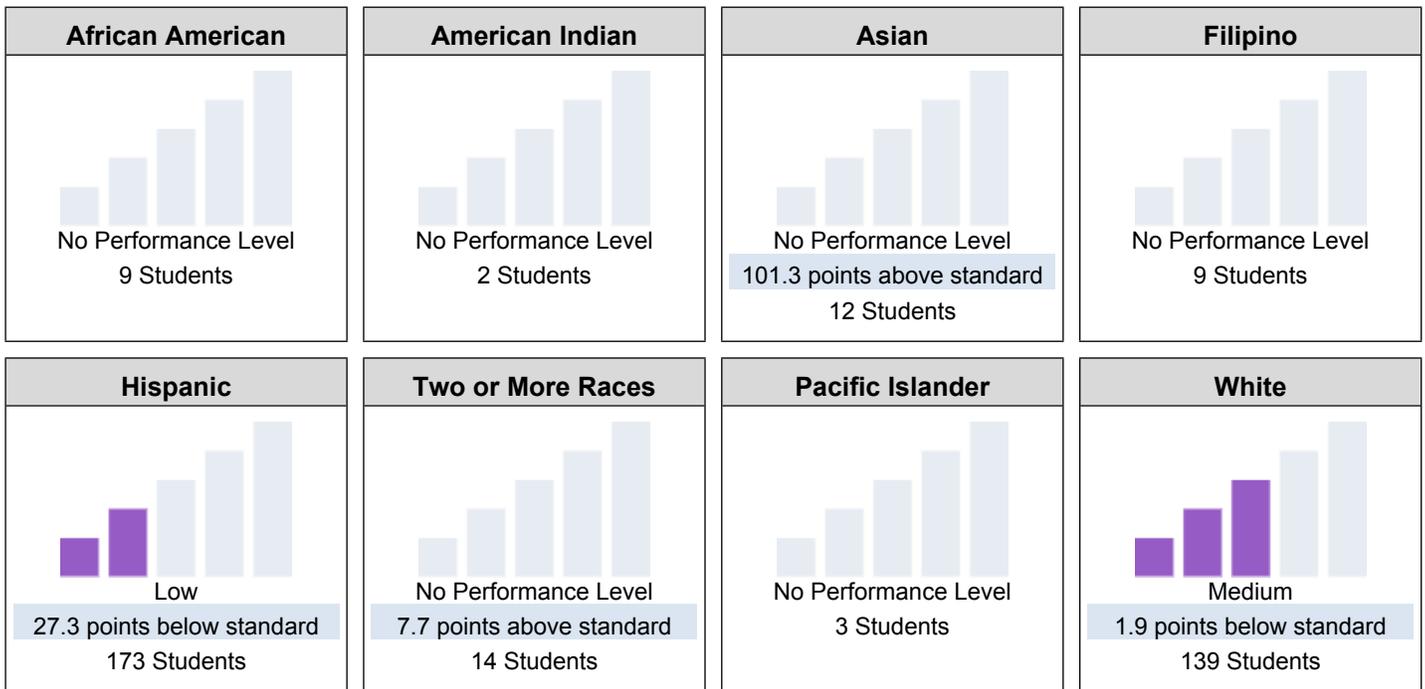
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
6.9 points above standard	0.6 points above standard	1 Student
362 Students	30 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
4 Students	16.4 points below standard	77.0 points below standard
	120 Students	70 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
9 Students	2 Students	107.3 points above standard	9 Students
		12 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	High
6.6 points below standard	45.9 points above standard	3 Students	13.7 points above standard
173 Students	14 Students		139 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.7 points below standard	79.8 points above standard	5.7 points above standard
16 Students	14 Students	311 Students

Conclusions based on this data:

1. In ELA, overall students are medium at 6.9 at or above grade level.

2. Socioeconomically disadvantaged students scored 16.4 points below standard.

3. Hispanic students scored 6.6 points below standard.
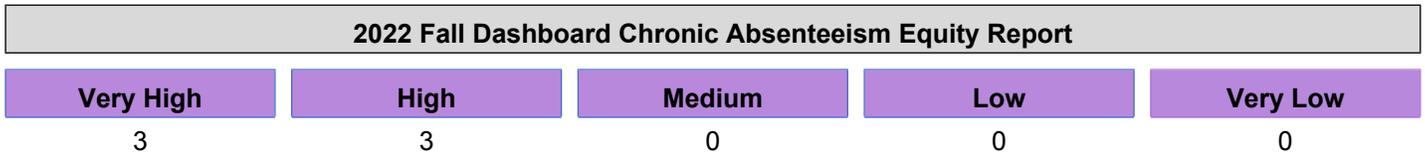
School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Low	No Performance Level
10.7 points below standard	30.8 points below standard	1 Student
362 Students	30 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Low
4 Students	38.8 points below standard	88.1 points below standard
	120 Students	70 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
9 Students	2 Students	101.3 points above standard	9 Students
		12 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Medium
27.3 points below standard	7.7 points above standard	3 Students	1.9 points below standard
173 Students	14 Students		139 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.7 points below standard	44.5 points above standard	11.3 points below standard
16 Students	14 Students	311 Students

Conclusions based on this data:

1. In Math overall students 10.7 point below standard.

2. Socioeconomically disadvantaged students scored 38.8 below standard.

3. Hispanic students scored 27.3 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please 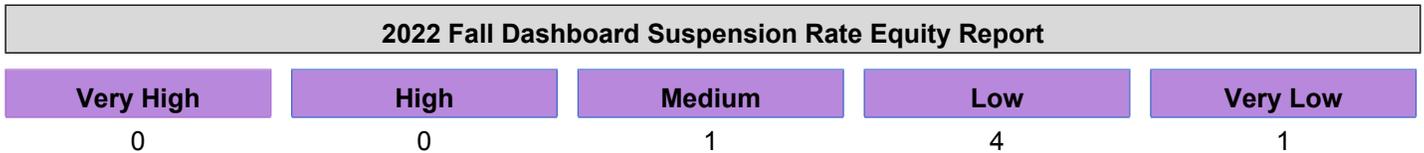note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
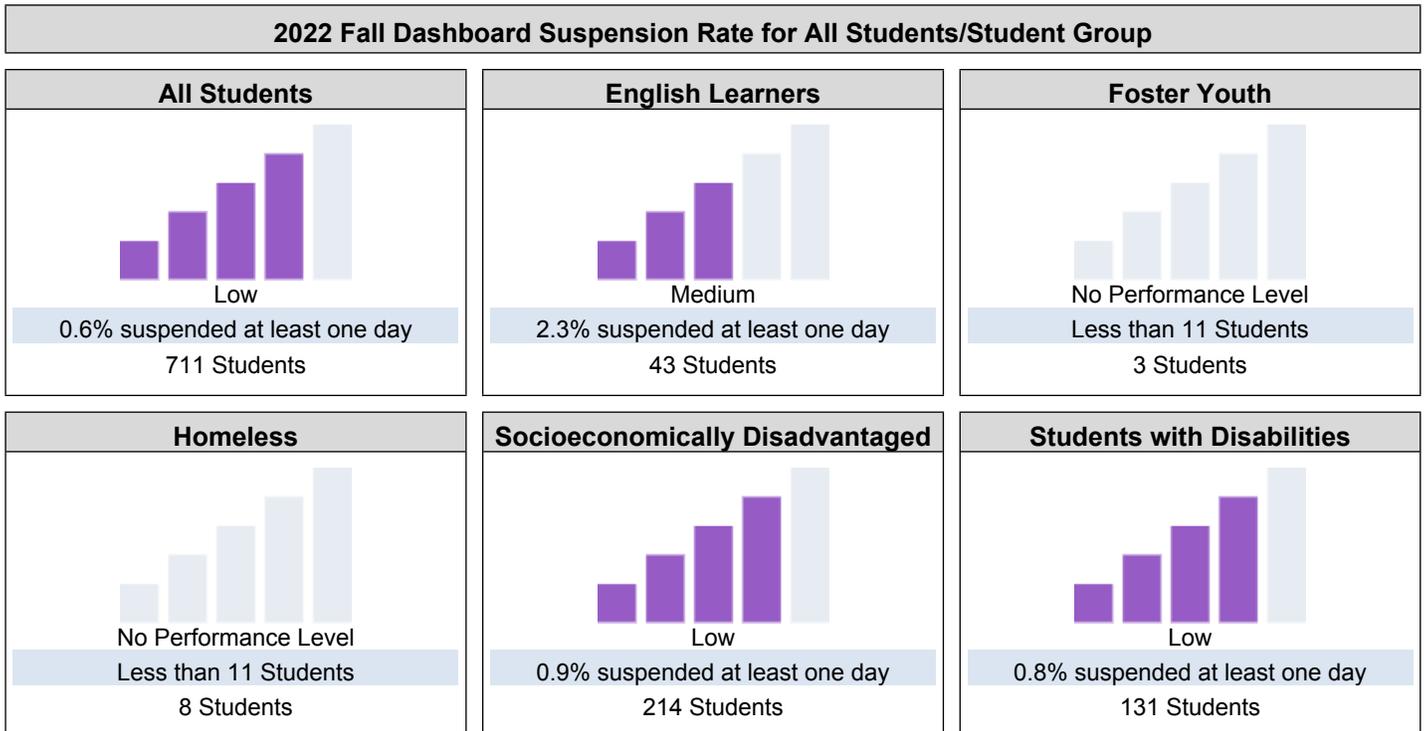
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

56.5 making progress towards English language proficiency

Number of EL Students: 23 Students

Performance Level: No Performance Level
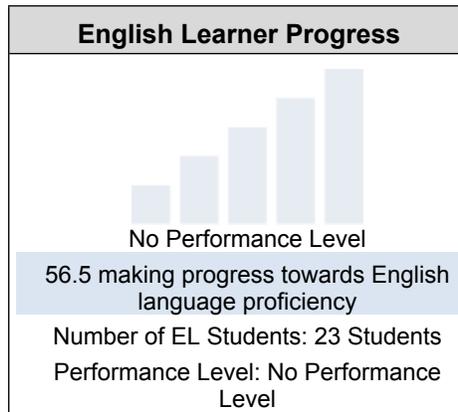
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.4%	26.1%	8.7%	47.8%

Conclusions based on this data:

1. The majority of our English Learners maintained their language proficiency.

2. An increase of at least one level was celebrated by 36 percent of our EL students.

3. 13.8 percent of our students decreased a level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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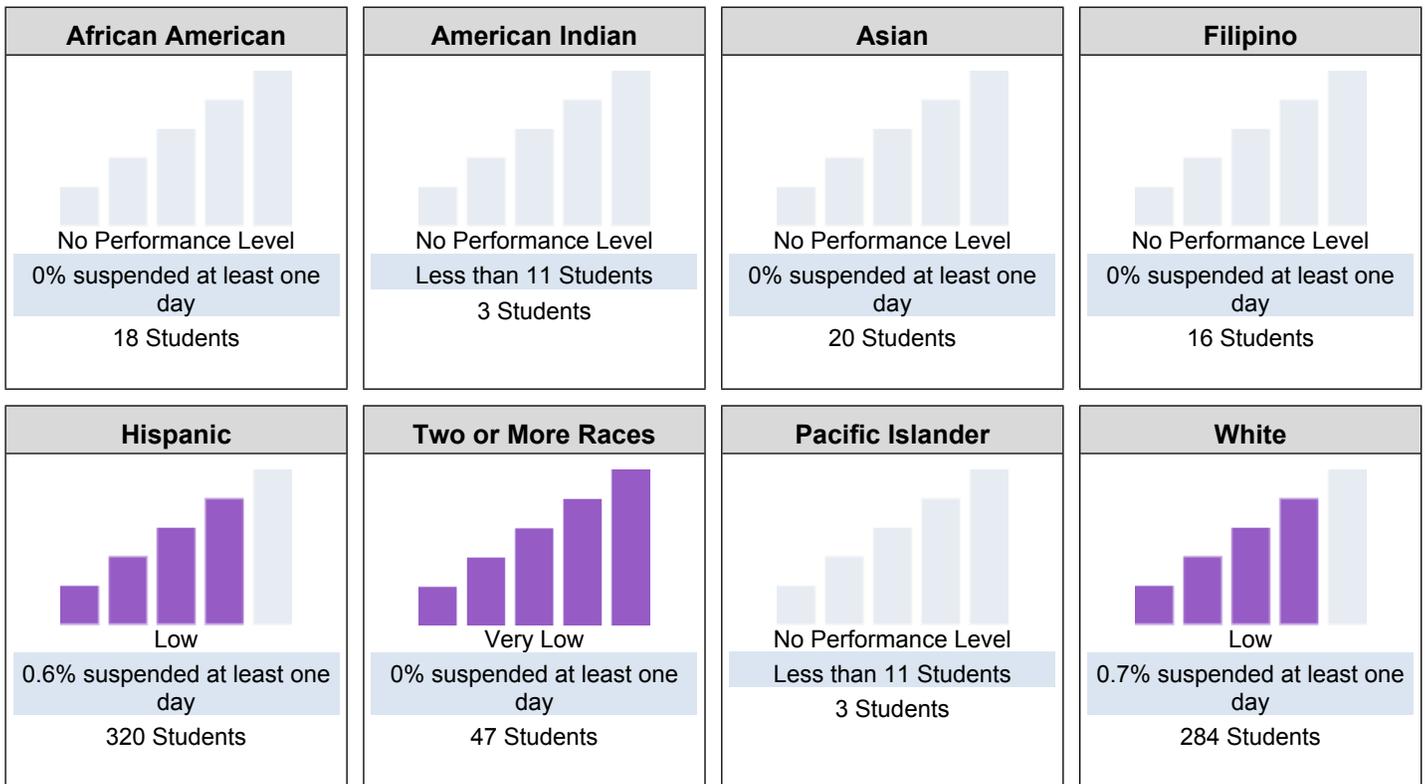

| Very High | High | Medium | Low | Very Low |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
3	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	High	No Performance Level
19.9% Chronically Absent	18.6% Chronically Absent	Less than 11 Students
704 Students	43 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	25.5% Chronically Absent	25.2% Chronically Absent
8 Students	212 Students	131 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Level

11.8% Chronically Absent

17 Students

American Indian

No Performance Level

Less than 11 Students

3 Students

Asian

No Performance Level

5% Chronically Absent

20 Students

Filipino

No Performance Level

6.3% Chronically Absent

16 Students

Hispanic

Very High

24.4% Chronically Absent

316 Students

Two or More Races

High

13% Chronically Absent

46 Students

Pacific Islander

No Performance Level

Less than 11 Students

3 Students

White

High

17.7% Chronically Absent

283 Students

Conclusions based on this data:

1. Chronic Absenteeism at Rosedell for All Students is high at 19.9%.

2. Chronic absenteeism for socioeconomically disadvantaged students is at 25.5%, Hispanic student is at 24.4%, and Students with Disabilities is at 25.2%; all of these sub groups are in the very high level of chronic absenteeism.

3. Chronic absenteeism for English Learners is high at 18.6%.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	1	4	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Medium	No Performance Level
0.6% suspended at least one day	2.3% suspended at least one day	Less than 11 Students
711 Students	43 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Low
Less than 11 Students	0.9% suspended at least one day	0.8% suspended at least one day
8 Students	214 Students	131 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
18 Students	3 Students	20 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	Very Low	No Performance Level	Low
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.7% suspended at least one day
320 Students	47 Students	3 Students	284 Students

Conclusions based on this data:

1. The Suspension Rate for All Students is low.

2. The Suspension Rate for English Learners was medium at 2.3%.

3. The Suspension Rate for socioeconomically disadvantaged was low at 0.9%.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase student achievement and decrease the achievement gap

Goal Statement

By June 2024, using ELA i-Ready diagnostic 3, number of students at or above grade level will increase by 5% and student two or more grade levels below will decrease by 10%. Number of students in specified groups at or above grade level will increase by at least 10% as measured by diagnostic 3 assessment. Number of students in the specified groups below in the two or more grade levels below will decrease by 10% on the diagnostic 3 assessment:
Hispanic
Special Education
Low Income

By June 2024, using Math I-Ready diagnostic 3, number of students at or above grade level will increase by 5% and students two or more grade levels below will decrease by 10%. Number of students in specified groups at or above grade level will increase by at least 10% as measured by diagnostic 3 assessment. Number of students in the specified groups below in the two or more grade levels below will decrease by 10% by diagnostic 3 assessment:
Hispanic
Special Education
Low Income

On the 2023 - 2024 CAASPP, all 3-6th students who met or exceeded grade level in the ELA CAASPP 2022-2023 will increase from 55.44% to at least 60.44% and students who standard nearly met or standard not met will decrease from 48.25% to at least 38.25%. Number of students in specified groups standard nearly met or standard not met will decrease by 5%.
Hispanic
Special Education
Low Income

On the 2023 - 2024 CAASPP, all 3-6th students who met or exceeded grade level in the Math CAASPP 2022-2023 will increase from 38.59% to at least 48.59% and students who standard nearly met or standard not met will decrease from 61.41% to at least 51.41%. Number of students in specified groups standard nearly met or standard not met will decrease by 5%.
Hispanic
Special Education
Low Income

LCAP Goal

Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas – English Language Arts (ELA), Mathematics, Science, Social Science.

Basis for this Goal

The goal is based on achievement data from 2021 - 2022 CAASPP. Rosedell site goals provide all community partners with a focus in order to close the achievement gaps in language arts and math. As a result of the comprehensive needs assessment achievement gaps were identified and need to be addressed in the following student groups:

Hispanic
Special Education
Low Income

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
I-Ready - ELA	Hispanic: two or more grade levels below 20% Special Education: two or more grade levels below 38% Low Income: two or more grade levels below 16%	Hispanic: two or more grade levels below 10% Special Education: two or more grade levels below 28% Low Income: two or more grade levels below 6%
I-Ready - Math	Hispanic: two or more grade levels below 19% Special Education: two or more grade levels below 40% Low Income: two or more grade levels below 17%	Hispanic: two or more grade levels below 9% Special Education: two or more grade levels below 3% Low Income: two or more grade levels below 7%
I-Ready usage rate	80% in Math and Reading	95% in Math and Reading
CAASPP - ELA	Hispanic: nearly met or not met 50.82% Special Education: nearly met or not met 79.69% Low Income: nearly met or not met 57.14%	Hispanic: nearly met or not met 45.82% Special Education: nearly met or not met 74.69% Low Income: nearly met or not met 52.14%
CAASPP - Math	Hispanic: nearly met or not met 61.41% Special Education: nearly met or not met 79.69% Low Income: nearly met or not met 63.86%	Hispanic: nearly met or not met 56.41% Special Education: nearly met or not met 74.69% Low Income: nearly met or not met 58.86%

Planned Strategies/Activities

Strategy/Activity 1

Professional Learning Teams - Utilizing the district adopted pacing guide, PLTs will complete learning cycles including creating common formative assessments, analyzing data, design lessons with best teaching practices, tiered intervention

Deepen PLC implementation and practices
Release time for extra duty / extra pay for instructional planning
Materials and supplies to support intervention and core instruction for unduplicated count student groups
Conferences, professional development

Students to be Served by this Strategy/Activity

TK - 6 - Hispanic, SPED, Low Income

Timeline

Three times throughout the year teachers will administer the iReady Diagnostic in order to monitor overall progress toward state standards
PLC Learning Cycles will occur every 4-6 weeks throughout the 2023 - 2024 school year with targeted interventions.

Person(s) Responsible

Teachers, Site Administrators, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	4157
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant for Tier 1 and Tier 2 support

Amount	4000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for extra duty / extra pay for instructional planning

Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Intervention Materials & Resources

Amount	2000
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Conferences/Professional Development

Strategy/Activity 2

The use of I-ready and PLC data to help support all students and to identify students who need Tier 1 and Tier 2 support

Students to be Served by this Strategy/Activity

TK - 6 - Hispanic, SPED, Low Income

Timeline

August 2023 - June 2024

Person(s) Responsible

Site Administrators, Teachers, Instructional Assistants, District Instruction Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Special Education staff, in collaboration with General Education staff, will provide differentiated instruction based on individual student needs and for students with an IEP.

Students to be Served by this Strategy/Activity

TK - 6 - Hispanic, SPED, Low Income

Timeline

August 2023 - June 2024

Person(s) Responsible

SPED teachers; SPED Paraeducators, Gen Ed teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Student Study Team will meet on a consistent bases in order to monitor the progress of students approaching Tier 3 RTI needs.

Students to be Served by this Strategy/Activity

TK - 6 - Hispanic, SPED, Low Income

Timeline

August 2023 - June 2024

Person(s) Responsible

SST Coordinator; Site Admin; Teachers; SPED Team

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SST Coordinator

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement and Wellness

Goal Statement

By June 2024, the chronic absenteeism percentage of ALL students will decrease by 5%.

The following student groups will decrease chronic absenteeism by 10%:
Hispanic: 24.4%
Students with Disabilities: 25.2%
Low Income: 25.5%

By June of 2024, the percentage of Educational Partners (students) who look forward to coming to school each day will increase by 10% as measured by the LCAP Connectedness Survey.

LCAP Goal

Student Engagement and Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

Chronic Absenteeism Percentage

Student LCAP Survey question: I enjoy coming to school

Student, staff, parent LCAP Survey question: Our school rules and consequences (both positive & negative) are enforced equally for all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Percentage	Chronic Absenteeism overall 19.9% Chronic Absenteeism Hispanic 24.4% Chronic Absenteeism Low Income 25.5% Chronic Absenteeism Students with Disabilities 25.2%	Decrease Chronic Absenteeism by 5% for ALL and 10% for listed Student Groups
Suspension rate	Suspension Rate is at .4%	Maintain or decrease Suspension Rate
Student, staff, parent LCAP Connectedness Survey question: Our school rules and consequences (both positive & negative) are enforced equally for all students.	Student: 51% agree or strongly agree with this statement Staff: 72% agree or strongly agree with this statement Parent: 71% agree or strongly agree with this statement	Student: 75% agree or strongly agree with this statement Staff: 85% agree or strongly agree with this statement Parents: 85% agree or strongly agree with this statement

Metric/Indicator	Baseline	Expected Outcome
Student, staff, parent LCAP Connectedness Survey questions: My student/I regularly look forward to coming to school/work each day.	Student: 51% agree or strongly agree with this statement Staff: 81% agree or strongly agree with this statement Parent: 85% agree or strongly agree with this statement	Student: 61% agree or strongly agree with this statement Staff: 91% agree or strongly agree with this statement Parent: 95% agree or strongly agree with this statement
By June of 2024, increase student attendance from 94% to 96%.	Student Attendance is currently at a rate of 94.09%.	Increase Student Attendance to 96%

Planned Strategies/Activities

Strategy/Activity 1

Family Engagement evenings will be held to build positive relationships between all families and the school community.

Students to be Served by this Strategy/Activity

TK - 6 - Hispanic, SPED, Low Income

Timeline

August 2023 - June 2024

Person(s) Responsible

Site Administrators, Office Staff, Teachers, PTA, School Site Council, ELAC

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Family Engagement Evenings and Activities (Supplies and materials)
Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Family Engagement Evenings and Activities (Supplies and materials)
Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teaching and support families at evening events
Amount	1000

Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation and student support at meetings and evening events

Strategy/Activity 2

Pupil Engagement/Attendance: Site administrators will provide parent information on the importance of school attendance. Parents will be notified of attendance concerns, and attend SART and DART Meetings with contracts developed to help students to arrive at school on time, and increase their daily attendance. Attendance incentives will be used to positively reinforce positive attendance.

Students to be Served by this Strategy/Activity

TK - 6 - Hispanic, SPED, Low Income

Timeline

August 2023 - June 2024

Person(s) Responsible

Teachers, Site Administrators, Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Awards, school memorabilia, incentive prizes

Strategy/Activity 3

School Climate:

Utilize PBIS to teach and reinforce behavior expectations.
Provide incentives for positive behavior choices.
PBIS training for coaches and staff

Students to be Served by this Strategy/Activity

TK - 6 - Hispanic, SPED, Low Income

Timeline

August 2023 - June 2024

Person(s) Responsible

Teachers, Site Administrators, Office Staff, Campus Supervisors, Custodians, PTA

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental

Budget Reference	None Specified
Description	PBIS Incentives and supplies
Amount	2000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PBIS Meetings with Campus Supervisors
Amount	1000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Trainings for site team
Amount	500
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	Circle of Friends materials and supplies

Strategy/Activity 4

Increase student leadership opportunities

Teachers will guide a Student Leadership Team to support Weekly Broadcast, announcements, and engaging activities that promote school spirit, and encourage these students to take a leadership role at school.

A weekly Video Broadcast will be filmed and sent to teachers, including Student Leadership participants, PBIS reminders and incentives and reminders about school wide activities.

Students to be Served by this Strategy/Activity

4th - 6th

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Amount	719
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student Leadership Coordinator

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and technology supplies

Strategy/Activity 5

Selected upper grade students, will participate in the Circle of Friends Program with weekly engaging activities developed by their advisors. Materials and supplies will be purchased as needed.

Students to be Served by this Strategy/Activity

SPED and Gen Ed

Timeline

August 2023 - June 2024

Person(s) Responsible

Admin, School Social Worker, SPED teacher

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials, supplies, games

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Academic Needs

Goal Statement

By June 2024, English learner students scoring proficient in Reading will increase by 10% as measured by the iReady diagnostic.

LCAP Goal

English Learner Academic Needs - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

EL student scored 23% at or above grade level on the 3rd diagnostic for the 2022 - 2023 school year. Students in the EL program should be making consist gains annually in their language acquisitions which should impact their reading skills.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard EL Progress Indicator	56.5%	66.5%
I-ready reading diagnostic - English Learners	English Learners scored 23% at or above grade level on Reading Diagnostic 3 during 2022 - 2023 school year.	English Learners will score 33% at or above grade level on Reading Diagnostic 3 during 2023 - 2024 school year.

Planned Strategies/Activities

Strategy/Activity 1

During designated ELD Instructional Assistant will support teacher and run small group of tier 1 and tier 2 while teacher instructs EL students.

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Amount	4157
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant

Strategy/Activity 2

ELPAC Bootcamp - After school activity to support students as they prepare to take the ELPAC summative

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for teachers to work with the ELD coach to come up with strategies, training, and planning to support EL and preparing them for ELPAC summative

Strategy/Activity 3

Meet with LTELs monthly to review SMART goals and progress toward skills needed to reclassify.

Students to be Served by this Strategy/Activity

EL Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Engagement

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that our school promotes all Educational Partners in decisions that impact programs offered at our school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Parental Engagement & Core Services - Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

LCAP Connectedness Survey results indicated this as an area of growth.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student, staff, parent LCAP Survey question: Our school promotes all Educational Partners in decisions that impact programs offered at our school	Student: 61% agree or strongly agree with this statement Staff: 89% agree or strongly agree with this statement Parent: 81% agree or strongly agree with this statement	Student: 66% agree or strongly agree with this statement Staff: 94% agree or strongly agree with this statement Parent: 86% agree or strongly agree with this statement

Planned Strategies/Activities

Strategy/Activity 1

Family Engagement Workshops

Students to be Served by this Strategy/Activity

TK - 6 All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Administrators, certificated and classified staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	guest speakers, teacher speaker, student performance

Amount	500
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare

Amount	800
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Light Dinner

Strategy/Activity 2

Staff Meetings including all staff members - classified and certificated

Students to be Served by this Strategy/Activity

All staff - credentialed and classified

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Staff meetings with all staff to make sure that all staff receive important school information and have an opportunity to contribute to decisions that impact the school.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Equity and Diversity

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Diversity and Inclusion- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

Basis for this Goal

LCAP Connectedness Survey results indicated this as an area of growth.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student, staff, parent LCAP Survey question: Students see their families' culture represented in the school and the academic content taught.	Student: 48% agree or strongly agree with this statement Staff: 85% agree or strongly agree with this statement Parent: 69% agree or strongly agree with this statement	Student: 53% agree or strongly agree with this statement Staff: 90% agree or strongly agree with this statement Parent: 74% agree or strongly agree with this statement

Planned Strategies/Activities

Strategy/Activity 1

Take time during PLC learning cycles to integrate cultural observances and celebrations.

Students to be Served by this Strategy/Activity

TK - 6 All Students

Timeline

August 2023 - June 2024

Person(s) Responsible

Administrators, certificated and classified staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Compensated teacher planning and implementation

Strategy/Activity 2

Promote the way cultural observances and celebrations are being honored at school.

Students to be Served by this Strategy/Activity

TK - 6

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Compensated teacher planning and implementation

Strategy/Activity 3

Family Engagement opportunities promoting cultures at our school.

Students to be Served by this Strategy/Activity

TK - 6

Timeline

August 2023 - June 2024

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	Multicultural Night

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher committee will help use the district provide resources and support teachers with implementation in their classroom

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

By the end of 2022-2023 school year, using ELA i-Ready diagnostic 3, students in K-6 will score at or above grade level will increase by 10% from 52% on diagnostic 1 to 62% and students in K-6 scoring two or more grade levels below will decrease from 15% to 11%.
By the end of 2022-2023 school year, using Math i-Ready diagnostic 3, students in K-6 will score at or above grade level will increase by 10% from 40% on diagnostic 1 to 50% and students in K-6 scoring two or more grade levels below will decrease from 16% to 14%.

By the end of the 2022- 2023 school year, students in grades 3-6 will take the ELA CAASPP assessment. ELA baseline data for 2021 - 2022 school year is 55.4% for Met or Exceeded Standards and 23% for Standard Not Met.
By the end of the 2022- 2023 school year, students in grades 3-6 will take the Math CAASPP assessment. Math baseline data for 2021 - 2022 school year is 48.4% for Met or Exceeded Standards and 26.5% for Standard Not Met.

By the end of the 2022- 2023 school year, 5th grade students will take the CAST NGSS Science Standards assessment. Science baseline data for 2021 - 2022 school year is 37% for Met or Exceeded Standards and 14% for Standard Not Met.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
I-Ready - ELA	Diagnostic 3 At or Above Grade Level 62% 2 or more grade levels below 11%	Diagnostic 3 At or Above Grade Level 65% 2 or more grade levels below 14%
I-Ready - Math	Diagnostic 3 At or Above Grade Level 50% 2 or more grade levels below 14%	Diagnostic 3 At or Above Grade Level 55% 2 or more grade levels below 13%
CAASPP - ELA	Met or Exceeded: 55.4% Standard Not Met: 23%	Met or Exceeded: % Standard Not Met: %
CAASPP - Math	Met or Exceeded: 48.4% Standard Not Met: 26.5%	Met or Exceeded: % Standard Not Met: %
CAST NGSS Science Standards Assessment	Met or Exceeded: 37% Standard Not Met: 14%	Met or Exceeded: % Standard Not Met: %

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math and Language Arts: To increase our student achievement and decrease the achievement gap, teachers will engage in	Professional Learning Communities (PLC) actions and services were implemented. PLCs took place on during Collaborative Instructional Planning (CIP)	Instructional Assistants for RTI 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12,700	Instructional Assistants for RTI 2000-2999: Classified Personnel Salaries 12,700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PLC groups to calibrate instructional practices, build common assessments, analyze data, and work on continuous improvement of instruction within their grade level teams. Collaborative Instructional Planning (CIP) and Staff Meetings will be provided to support grade level teams in their pursuit of building Professional Learning Communities. Teachers will plan and implement ELA lessons that align with California State Standards (CSS) utilizing the McGraw-Hill Wonders Program in Grades TK - 5 and the Study Sync Program in Grade 6. Teachers in Grades 3 - 6 will utilize ELA IAB's, iReady Standards Mastery and iReady Diagnostic to monitor student learning and progress. The use of I-ready and small group instruction (RTI) used to help struggling students decrease the student achievement gap. To meet the diverse needs of students not meeting grade level standards, administrators will purchase researched based intervention literacy programs, such as Read Live and SIPPS. Utilizing instructional assistants, additional support will be provided to teachers in order to implement effective Reading Intervention across all grade levels. Specific RTI time blocks will be provided to allow for	Wednesdays at least 13 times this year. For the first part of the year, grade level teams added ELA learning cycle artifacts (SMART Goals, pre- and post-assessments and instructional plans) in Google Drive PLC folders and for the second part of the year, teachers added their ELA learning cycle artifacts in a Rosedell Promise Standard Plan. Teachers analyzed Interim Assessment Blocks (IABs), i-Ready Standards Mastery and Diagnostics to assess student mastery of standards. Each grade level indicated in our Rosedell Instructional Master Schedule 30 minutes of intervention at least 4x/week. Tier 2 small group instruction took place with some grade levels and Tier 3 small group instruction took place with 1st-6th grade students with our Intervention TOSA Team. They used i-Ready diagnostic results and implemented teacher-created and i-Ready intervention lessons targeting specific ELA and Math skills and standards. In our Transitional Kindergarten class, we had a full-time instructional assistant supporting the classroom teacher. Each of our Kindergarten classes had instructional assistant(s) provide push-in/pull-out support for 1 hour each	Intervention Materials & Resources 4000-4999: Books And Supplies LCFF - Supplemental 500 None Specified None Specified TK and Kindergarten Instructional Assistants 2000-2999: Classified Personnel Salaries District Funded 8000	Intervention Materials & Resources 4000-4999: Books And Supplies LCFF - Supplemental 500 TK and Kindergarten Instructional Assistants 2000-2999: Classified Personnel Salaries District Funded 8000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
differentiated instruction and ensure all students are afforded intervention targeted to their learning needs. In the Kindergarten and Transitional Kindergarten classes, site administrators will provide Instructional Assistants. Special Education staff, in collaboration with General Education staff, will provide differentiated instruction based on individual student needs and for students with an IEP. Teachers will provide differentiated instruction to designated GATE students and increase the depth and complexity of instruction. Student Study Team will meet on a consistent bases in order to monitor the progress of students approaching Tier 3 RTI needs. In 1st through 6th grade the Intervention TOSA along with Intervention Instructional Assistants will implement data driven intense intervention cycles to target specific student needs in ELA and Math.	day. Each of our Special Education classes including RSP have paraeducators who provide small group or individualized instruction based on their Individual Education Plans (IEPs). Designated teachers provided 30 minutes of GATE where students worked on challenging small group activities and Passion Projects. Our Student Study Team met 40 times this year for initial referrals of Tier 3 students or followup meetings to monitor student progress. At each meeting we discussed students' strengths, areas of concern and interventions and action plans to be implemented to support student learning, behavior and/or attendance.		
Math: To increase student achievement in Math, teachers will analyze assessment data and develop a comprehensive instructional program. Teachers will plan and	PLC Learning Cycles were focused on Math since this is an area of growth on the CAASPP. Teachers across many grade levels invited our district math TOSAs to demonstrate number talks and performance task	Instructional assistant to support Math Intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1200	PLC Collaboration and Planning 0
		Math Intervention (outside of the school	PLC Collaboration and Planning 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
design math lessons that align with California State Standards (CSS) utilizing the McGraw-Hill Math Program. Teachers in Grades 3 - 6 will utilize math IAB's. Collaboration with grade level colleagues to develop common assessments, layered activities, and performance tasks will occur during Collaborative Instructional Planning Time. Teachers will provide targeted intervention for students not meeting grade level standards through use of small group instruction and research-based materials and resources. Instructional assistants will be provided to assist with Math Intervention.

Teachers will continue to calibrate instructional practices, build common assessments, analyze data, and work on continuous improvement of instruction within their Professional Learning Communities (PLC's). District and Site Administrators will continue to provide professional development opportunities through District Trainings, Workshops, Staff Meetings, and CIP Wednesdays.

In Transitional Kindergarten and Kindergarten, instructional assistants will be provided for classroom support through District funds. In collaboration with General Education teachers, Special Education | lessons. Teachers analyzed Interim Assessment Blocks (IABs), i-Ready Standards Mastery and Diagnostics and NextGen Math to assess student mastery of standards. Math intervention took place during the school day as well as after school.

Please reference above regarding PLC Learning Cycles. Teachers participated in the following math district trainings: Number Talks and NextGen Math. At staff meetings teachers were presented information on the new Math Framework, Number Talks and Math Performance Tasks.

Please reference above regarding GATE and instructional assistant/paraeducator supports for TK, Kindergarten, General Education and Special Education.

During math instruction, Promethean technology is used to project curriculum math pages and standards-based slidedecks. The Chromebook ratio for students in TK-1 is 1:2 and the ratio for 2nd-6th grades is 1:1. | day) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6000 | |
| | | Math Intervention 4000-4999: Books And Supplies LCFF - Supplemental 500 | PLC Collaboration and Planning   0 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
teachers and instructional assistants will provide differentiated instruction based on student individuals needs and for students with an IEP. Teachers will provide differentiated instruction to designated GATE students and increase the depth and complexity of instruction. Technology will be utilized and incorporated during Math instruction. Students will have access to Chromebooks across all grade levels Kindergarten through 6th Grade. In Grades 3rd - 6th, students will have access to Chromebooks at a 1:1 ratio. Administrators will purchase supplemental technology to monitor and support student learning and achievement (hardware and software).			
English Language Development: Teachers will provide Systematic ELD for all English Learners at least 30 minutes per day. Our EL Achieve Program will be utilized. ELD Coaches and an ELD Instructional Assistant will provide additional ELD support for our teachers. Site administrators will provide release time for teachers to administer ELPAC testing.	Designated ELD (DELD) took place for 30 minutes each day that reflected on our Rosedell Instructional Master Calendar. Students were grouped by levels, with no more than 2 levels in each class. This year teachers have started to shift their instruction to focus more on English Learner lessons that align with our ELA curriculum than Systematic ELD. Our ELD Coach supported our teachers with ELPAC initial and summative administration. She also encouraged teachers to participate in ELLevation online module trainings.	ELD Assistant 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5500 ELD Coaches Training and Professional Development 1000-1999: Certificated Personnel Salaries District Funded ELPAC Assessment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 800	ELD Assistant 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5500 ELD Coaches Training and Professional Development 1000-1999: Certificated Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Physical Education: Teachers will provide all students with the mandated 200 minutes of Physical Education every 10 school days. All 5th grade students with be be given consistent practice of skills tested in preparation for the Physical Fitness Test. Each year, 5th grade teachers will administer the Physical Fitness Test, analyze the data, and evaluate the effectiveness of the PE program. We will utilize the District Teacher on Special Assignment (TOSA) for support of our Physical Education Program and planning, (SPARKS), inventory PE equipment, and purchase of additional PE equipment as needed. Our TOSA will provide lessons to teachers on a weekly basis to help support our PE goals.	1st-6th grade teachers implemented 200 minutes of Physical Education instruction every 2 weeks. 5th grade students consistently practiced in preparation for the Physical Fitness Test. Our District PE TOSA provided a year-long pacing guide of lessons that include Playworks videos and written games rules, SPARK PE lessons and Every Kid Healthy Week lessons for the week of April 24-28. Our PE TOSA also inventoried and organized our PE Rooms and also worked with our Recess Managers Leadership Team.	Additional site specific PE equipment 4000-4999: Books And Supplies Per Pupil 600 None Specified District Funded P.E. TOSA 1000-1999: Certificated Personnel Salaries District Funded	Additional site specific PE equipment 4000-4999: Books And Supplies Per Pupil 600
Science: Teachers will provide science instruction using the district provided StemScopes curriculum that aligns with California State Standards for each specific grade level. Grade level teams will collaborate to plan science instruction based on the 5 E Model, analyze student performance on science assessments, and further develop instructional plans. Site Administrators will purchase supplemental NGSS materials and	Teachers were provided district training opportunities on how to implement STEMScopes, Performance Tasks for Next Generation Science Standards (NGSS) and Discovery Education. 5th grade students were administered the California Science Test (CAST). They also did supplemental hands-on science projects aligned to NGSS such as dissecting owl pellets, measuring their shadows and the egg drop challenge.	None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
technology to support student learning and achievement in Science. Fifth grade students will be formally assessed each Spring on the CAST with baseline scores available this school year. The District provided Science Teacher on Special Assignment will provide professional development for NGSS and assist teachers.	STEMScopes materials and supplies were labeled and organized in a common location by teachers so setting up for hands-on activities and investigations would be easily accessible.		

Analysis

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

Awaiting for results on the diagnostic 3, growth was made in closing the achievement gap but not yet making our goal. PLCs were used throughout the year to focus on promise standards and Tier 1 and 2 instruction. I-Ready usage was closely monitored and guiding coalition helped create SMART goal to ensure usage. Instructional assistant was used to support students at grade level while teachers did small group Tier 1 and 2 intervention.

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

Awaiting diagnostic 3 results to determine whether the goal was met. Diagnostic 2 shows that progress was made. Usage of district adopted pacing guide and implementation of learning cycles throughout the school year positively impacted academic growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Collaborative Instructional Planning days and staff meetings were used so extra duty/extra pay was not used.

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.

Narrowing our focus to specific groups with the largest achievement gap - Goal #1; Providing more professional development and support of PLCs - Goal #1

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Provide an appropriate basic condition of learning that enhances student engagement and learning.

Increase student attendance to 96% and decrease chronic absenteeism from 28% to 19%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Data	Increase Student Attendance to 96% Decrease Chronic Absenteeism by 19%.	Attendance rate: 94.04% Chronic absenteeism: 13.70%
Suspension Rate	Decreased Suspension Rate	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In accordance with and following all COVID protocols for 2021-2022, virtual Family Engagement evenings will be held to build positive relationships between all families and the school community.	For 2022-2023, most family engagement meetings and events took place in-person. Parent meetings that took place are: Coffee with the Principals, School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA). We also had parent members on our Positive Behavior Intervention Support (PBIS) Committee. School-led events include: Back to School Night, GATE Information Night and Open House. PTA-led events include: Fall Festival, Grandparents Day, Multicultural Night and Toy Build and Movie Nights led by the PTA Dad's Club.	Family Engagement Evenings (Supplies and materials) None Specified Site Based Gifts and Donations 700	Family Engagement Evenings (Supplies and materials) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 200
		None Specified District Funded	
		Translation at meetings and evening events 2000-2999: Classified Personnel Salaries None Specified 500	Translation at meetings and evening events 2000-2999: Classified Personnel Salaries District Funded 500
Pupil Engagement/Attendance:	Attendance is addressed daily when schoolwide announcements are made to acknowledge classes	Awards, school memorabilia, incentive prizes None Specified	Awards, school memorabilia, incentive prizes 4000-4999: Books

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers and administrators will encourage daily student attendance and arriving to school on time. Site administrators will provide parent information on the importance of school attendance. Parents will be notified of attendance concerns, and attend SART and DART Meetings with contracts developed to help students to arrive at school on time, and increase their daily attendance. PBIS strategies will be used to encourage positive daily attendance (incentives for increased attendance and decreased tardies). Offer students with high needs a opportunity to attend school in our small cohorts. Attendance incentives will be used to positively reinforce positive attendance.	that have the highest attendance rate. We also recognize students who have perfect attendance each week by providing them attendance tags and raffle tickets for a weekly prize drawing. Administrators presented about the importance of attendance to the parent community. Parents who have students who are truant or chronically absent received phone calls from administrators, office staff and our social worker. Attendance letters were also mailed home and parents were invited to SART and DART Meetings to address attendance concerns. Students also attended Saturday School to absolve their absences. Our Attendance Committee implemented many other attendance incentives and each staff member committed to checking-in daily with 3 chronically absent students to establish positive connections.	Site Based Gifts and Donations 2000	And Supplies LCFF - Supplemental 2000
School Climate: In order to develop strong citizenship, staff will implement the school-wide PBIS program, Acts of Kindness program and "Student of the Month" recognition. Students will participate in monthly Spirit Assemblies to promote school connectedness and school pride. Staff will participate in Positive Behavior Intervention and Supports (PBIS) Trainings. Rosedell's	We have implemented PBIS schoolwide and we recognize students for demonstrating pride, integrity, dependability and effort with our monthly PBIS Awards. The PBIS Committee met monthly and presented to the staff about minor and major behaviors, ideas for behavior interventions and how to refer students to Check In Check Out. When students are caught demonstrating expected behaviors they are awarded with PRIDE	PBIS Incentives and supplies None Specified Site Based Gifts and Donations 500	New items were purchased to encourage positive behavior 4000-4999: Books And Supplies LCFF - Supplemental 1500
		PBIS Meetings with Campus Supervisors 2000-2999: Classified Personnel Salaries District Funded	PBIS Meetings with Campus Supervisors 2000-2999: Classified Personnel Salaries District Funded
		PBIS Trainings for site team 1000-1999: Certificated Personnel Salaries District Funded	PBIS Trainings for site team 1000-1999: Certificated Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS Team will plan and implement an effective school wide PBIS Program including student PRIDE tickets, Class PRIDE Tickets, and other incentives to promote excellent character, citizenship skills, and expected behaviors. Incentives such as raffle ticket prizes, treasure box, prizes, and supplies for privileges will be purchased throughout the year. Staff will incorporate use of the progressive discipline model, teaching expected behaviors, utilizing PBIS videos and school and classroom matrices. As part of our PBIS implementation, staff will utilize the SWIS data system to develop behavioral interventions as appropriate. Our school psychologist and/or counselors will assist and intervene as needed, providing counseling and social skills groups, as well as Lunch Bunch to help students connect and gain appropriate social skills.

Selected upper grade students, will participate in the Circle of Friends Program with weekly engaging activities developed by their advisors. Materials, supplies, and t-shirts will be purchased as needed. Rosedell staff will encourage inclusion opportunities and educate students through Inclusion Week Activities. Our Sensory Walk will be utilized to support | tickets can be redeemed at our PBIS Store. All documented behaviors on Office Discipline Referrals were entered into the School Wide Information System (SWIS) database and reports were analyzed. For social-emotional-behavioral support our school psychologist, school social worker and even our speech therapist provided Lunch Bunch or social skills groups as well as individual therapy.

Specific classrooms participated weekly in the Circle of Friends program. Students participated in art, games and movement activities to encourage inclusion and a positive school culture that celebrates learning and behavioral differences.

Administrators and staff advisors encouraged student leadership with the following committees: Green Team, Library Helpers, Recess and Equipment Managers, Office Helpers, Spirit and Events, Student Store and Weekly Broadcast. During our virtual Monday Morning Meetings we had student leaders present "Feel Good News" highlighting cultural observances, book reviews, staff and student interviews, upcoming events and PBIS reminders.

Administrators and campus supervisors met several times this year to discuss PBIS | Circle of Friends materials and supplies 4000-4999: Books And Supplies Donations 500 | Circle of Friends t-shirts were not made this year 0 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students needing extra movement. Teachers will guide a Student Leadership Team to support Weekly Broadcast, announcements, and engaging activities that promote school spirit, and encourage these students to take a leadership role at school. A weekly Video Broadcast will be filmed and sent to teachers, including Student Leadership participants, PBIS reminders and incentives and reminders about school wide activities. In order to assure student safety and a positive school climate, administrators will work with Campus Supervisors and collaborate with regular meetings. Office staff and site administrators will work closely with custodial staff to ensure all safety needs are met and the campus is clean and secure.	implementation, student discipline scenarios, supervision and safety reminders. Administrators, office staff and custodians check-in daily to address campus needs, get updates on work orders and collaborate on cleanliness procedures and safety protocols.		

Analysis

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

Attendance was monitored closely and we used SART meetings regularly. Incentives were give for students who had positive attendance. SMART goals were set with some students who were chronically absent. Communication was sent weekly to all families regarding attendance and how we were making progress on our school wide goal.

We implemented PBIS to fidelity and highlighted a monthly pillar and selected monthly students. Teachers went over the matrix and behavior expectations at specified times throughout the year and used the matrix and expectation. Students were given PBIS tickets and traded them in for incentives weekly.

Student leadership recorded weekly broadcasts that aired on our live virtual school assembly weekly. Weekly assembly was used to remind and reinforce our behavior expectations and importance of attendance.

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

Progress was made on overall attendance and chronic absenteeism, but we did not meet our goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Additional certificated expenses were incurred to help develop ideas and strategies to support positive attendance.

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.

Goal #2 will be more targeted to our unduplicated count being most impacted by attendance. Strategies for 23/24 school year will include mandatory meetings for families of top 5-10% of historically chronically absent students; attendance goals for all historically chronically absent students; engaging activities and incentives such as Fun Friday at recess and lunch and weekly attendance tags to encourage positive attendance.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

At least 30% of our EL population will be Reclassified Fluent English Proficient (RFEP) or eligible to RFEP by the end of the 2022 - 2023 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative	30% of our EL population will be reclassified	24% of EL students reclassified from July 2022 to May 2023

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL student groups have been placed in classes according to proficiency levels and EL instructional assistant to provide additional support to students under supervision of teacher.	English Learners received 30 minutes of Designated English Language Development (DELD) daily. They were grouped appropriately by having no more than 2 proficiency levels in a class.	None Specified None Specified	
Additional time for PLC work for staff to dive into language needs of ELs.	During CIP time teachers explored the ELLevation program to analyze students' English Learner reports and create SMART goals for Long Term English Learners (LTELs). Some teachers also completed ELLevation modules to learn strategies and best practices to support ELs in their classroom. English Learners also participated in ELPAC Bootcamp to provide them strategies and practice to improve their ELPAC results.	Extra duty for teachers to work with the ELD coach to come up with strategies, training, and planning to support Els. 1000-1999: Certificated Personnel Salaries None Specified 1000	ELPAC Summative after school prep 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000
Meet with LTELs monthly to review SMART goals and progress toward skills needed to reclassify.	Teachers individually met with their LTELs to review the results of their English Language Proficiency Assessment of CA (ELPAC), i-Ready and	Extra duty for teachers to work with the ELD coach to come up with strategies, training, and planning to support LTELs. 1000-1999:	Used PLC time to plan and teachers met with LTELs during designated English Development time. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	grades and establish specific and attainable "Road to Reclassification" SMART Goals. Teachers checked in with LTELs frequently to monitor their progress towards goals.	Certificated Personnel Salaries None Specified 500	

Analysis

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

Students were appropriately grouped by ability and grade level; Designated English Language Development was implemented to fidelity and monitored by admin; LTELs were monitored closely by admin and teachers; Additional time was compensated for teachers to develop ELPAC summative prep

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

After school ELPAC prep class was effective in preparing students to take their summative assessment. Grouping students by grade level and EL level was effective to ensure designated English development was happening to fidelity and meeting students needs. Waiting on more ELPAC summative scores to accurately assess goal success.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Teachers used collaborative instructional planning time to plan and collaborate so extra compensation was not needed.

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.

All English Learners will be notified of their current ELPAC summative score and goals will be set; ELPAC Summative prep will begin in January 2024; Designated ELD will continue to be implemented to fidelity and monitored by admin

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Increase the inclusivity of family cultures in the school and academics for the staff and families to 75% as measured by the End of Year survey data for students, parents, and staff.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of Year Climate Survey (staff, families, and students) question 12	Staff: 75% Student: 75% Families: 75%	Staff: 85% Student: 48% Families: 69%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Take time during PLC learning cycles to integrate cultural observances and celebrations.	In our Week Ahead newsletters to staff, we linked multicultural lessons, books and resources from our District TOSAs and library media technicians. It is evident when walking through classrooms that teachers engage students in writing, social studies and art activities that focus on the contributions and accomplishments of famous people and the heritage and cultures they represent.	Extra duty pay for planning None Specified LCFF - Supplemental 1000	Used collaborative instructional planning time 0
Promote the way cultural observances and celebrations are being honored at school.	In our schoolwide Weekly Broadcast student leaders share book reviews and highlight individuals and their cultural background and how they made significant contributions in history. In our Tuesday Telegram weekly parent newsletter, we also have a dedicated segment for acknowledging cultural observances. Our PTA hosted a well-attended Multicultural Night	Extra duty pay for planning 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	Used collaborative instructional planning time 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	representing 22 countries where our students' families originated from.		

Analysis

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

Teachers were provided lessons and activities to use with their students. During staff meetings we highlighted and went over materials and set expectations of these materials to be used in the classroom. During PLC time teachers collaborated on how to implement with their students.

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

Lessons and activities were effective in providing teachers with appropriate vetted materials to support learning. The goal was not met but progress was made with all educational partners from the year prior. Collaboration with parent organizations took place to implement additional family engagement activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Used collaborative instructional planning time so no need for extra compensation for teachers.

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.

During the 23/24 school year a committee of teachers will be meeting to support all teachers and students in implementing more school wide and classroom activities and lesson.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 9

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 9

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 10

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 10

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 11

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 11

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 12

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 12

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	61,333.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	$31,833	0.00
District Funded		
LCFF - Base		
Parent-Teacher Association (PTA)		
Site Formula Funds		
Unrestricted		
Lottery: Instructional Materials		

Expenditures by Funding Source

Funding Source	Amount
District Funded	3,000.00
LCFF - Supplemental	31,833.00
Parent-Teacher Association (PTA)	26,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,219.00
2000-2999: Classified Personnel Salaries	12,814.00
4000-4999: Books And Supplies	5,300.00
None Specified	31,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	1,000.00
2000-2999: Classified Personnel Salaries	District Funded	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	11,219.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,814.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,800.00
None Specified	LCFF - Supplemental	6,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,500.00
None Specified	Parent-Teacher Association (PTA)	25,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Elizabeth Balena	Principal
Kennelyn Celeste	Principal
Glen Kubasak	Classroom Teacher
Sherri LaPorte	Classroom Teacher
Gretchen Pressman	Classroom Teacher
Belen Villanueva	Other School Staff
Nick Charrow	Parent or Community Member
Tabetha Herr	Other School Staff
Joshua Huddleston	Parent or Community Member
Lina Leyva	Parent or Community Member
Rachel Villanueva	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[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 May 26, 2023.

Attested:

[signature]	Principal, Elizabeth Balena on 5/26/23
[signature]	SSC Chairperson, Rachel Villanueava on 5/26/23

Addendum

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
  • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
  • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
  • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
  • Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: **Rosedell Elementary**   **SCHOOL YEAR: 2023 - 2024**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

Rosedell works closely with all educational partners to review and update our Single Plan for Student Achievement. During Site Council Meetings (LIST MEETING DATES), English Language Advisory Committee Meetings (Sept. 29, 2022, Dec. 1, 2022, Feb. 15, 2023, May 18, 2023), and PTA Meetings (LIST MEETING DATES), parents are given the opportunity to share opinions and discuss the presented school goals. At Staff Meetings, teachers collaborate and give input as we work on our Site Plan goals. Teacher input is shared on effective actions in working toward our Site Goals. Teacher Leadership Team and PBIS school teams meet bi-monthly to discuss how to support our students and make gains on our SPSA goals. With our student leadership we discuss the needs of our students based on the connectedness survey results.

ELAC
Site Council
Coffee with the Principal
PTA Meeting
Staff Meetings
Student Leadership Dates -

DATA SOURCES

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)

The comprehensive needs assessment shall 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. EC 64001(g)(2)(A)

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

a. 2021-22 Data
   i. [CA Dashboard](#)
   ii. California Assessment of Student Performance and Progress (CAASPP) by student group
   iii. English Learners (EL) Data - [dataquest](#)
   iv. Attendance - [dataquest](#)
   v. Suspensions - [dataquest](#)

a. 2022-23 Current Data
   i. Tiered Fidelity Inventory (TFI) %
   ii. i-Ready diagnostic 2
      1. ELs
      2. Socio-Economically Disadvantaged (SED)
      3. Special Education
      4. Races/Ethnicity
   iii. Current Chronic Absenteeism data
   iv. Current suspension data
   v. School Wide Information Systems (SWIS) data

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

2021 - 2022 Data
1. *School wide*
   a. *Chronic Absent is high*
   b. *Suspension rate is low*
   c. *ELA scored medium at 6.9 above standards*
   d. *Math scored medium at 10.7 below standards*
2. *Student groups*
   a. *ELA*

   i. *Students with disabilities scored low*
   ii. *Hispanic scored low*
   iii. *Socioeconomically disadvantaged scored low*
   iv. *English Learners scored medium*
   v. *White students scored high*
  b. *Math*
   i. *Students with disabilities scored low*
   ii. *Hispanic scored low*
   iii. *socioeconomically disadvantaged scored low*
   iv. *English Learners scored low*
   v. *White students scored medium*

3. *English Learners Data*
  a. *Reclassified Fluent English Proficient 18 students*
  b. *Initial Fluent English Proficient 28 students*
  c. *34 English Learners*

4. *Attendance*
  a. *140 students chronically absent*
  b. *19.9% students chronically absent*
  c. *24.4% Hispanic students chronically absent*
  d. *17.7% white students chronically absent*
  e. *11.8% African American students chronically absent*

5. *Suspension*
  a. *5 total suspensions*
  b. *Suspension rate of .7%*
  c. *100% of students suspended with one suspension*

2022-23 Current Data
1. Tiered Fidelity Inventory
  a. 100% implementation for Tier 1
  b. 70% of intervention for Tier 2 implemented
2. i-Ready D2
  a.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.

Successes:
- Students performed 6.9 points above standard in ELA.
- 50% of our English Learners were reclassified.
- Low suspension rate.

Challenges:
- SED students scored low in ELA and Math.
- Hispanic students scored low in ELA and Math.
- Special Education students scored low in ELA and Math.
- Students scored 10.7 points below standard in Math.
- 22% of our students were chronically absent.
- 24.4% Hispanic were chronically absent.

PRIORITIZED NEEDS

Los Angeles County Office of Education
Serving Students ▪ Supporting Communities ▪ Leading Educators

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Improve student achievement in math.
Improve Hispanic student achievement in ELA and math.
Improve Special Education student achievement in ELA and math.
Improve the attendance of all students to improve chronic absenteeism.
Improve student connectedness to the school.

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

- Transition from online learning to in-person with COVID protocols impacted stamina and perseverance
- High chronic absenteeism and overall school attendance
- Social skills are undeveloped between students and between students and parents
- Lack of parental involvement
- Parents lack tools and strategies to support students academic needs

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.