

School Year: **2019-20**

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	Kathy Stendel
District Name	Saugus Union Elementary School District
SPSA Revision Date	4/30/19
Schoolsite Council (SSC) Approval Date	5/1/19
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

The Mission of Rosedell Elementary is to ensure that all students will acquire the skills and knowledge needed to be competitive in a modern technological economy. Students will become productive citizens in a democratic and culturally diverse society by the promotion of excellence in learning a rich, meaning-centered curriculum.

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 "Arts & Technology" focus which integrates leading edge educational programs and enriching learning experiences to best meet the needs of all students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the year, Rosedell works closely with all Stakeholders to review and update their SPSA. During Site Council Meetings, ELAC Meetings, and PTA Meetings, goals and actions are shared and discussed. Parents have an opportunity to provide their input. At Staff Meetings and Leadership Meetings, teachers regularly 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.8%	0.79%	5	6	6
African American	1.7%	1.4%	1.32%	13	11	10
Asian	2.5%	2.1%	2.12%	19	16	16
Filipino	2.2%	1.8%	1.99%	17	14	15
Hispanic/Latino	36.6%	37.8%	32.98%	284	292	249
Pacific Islander	0.5%	0.4%	0.40%	4	3	3
White	53.2%	52.3%	56.95%	413	404	430
Multiple/No Response	2.6%	0.7%	0.79%	20	5	6
Total Enrollment				776	773	755

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	137	126	113
Grade 1	86	112	108
Grade 2	108	90	110
Grade3	97	112	88
Grade 4	118	98	111
Grade 5	120	119	92
Grade 6	110	116	133
Total Enrollment	776	773	755

Conclusions based on this data:

1. The enrollment at Rosedell has dropped slightly over the past few years.
2. Our Ethnicity subgroups have remained fairly consistent from 2015-16 to 2017-18.
3. Our White and Hispanic subgroups remain the largest with 57% and 33% respectively.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	78	75	54	10.1%	9.7%	7.2%
Fluent English Proficient	30	33	40	3.9%	4.3%	5.3%
Reclassified Fluent English Proficient		11	10	0.0%	14.1%	13.3%

Conclusions based on this data:

1. The percentage of English Learners has been declining over the past 3 years, from approximately 10% to about 7%.
2. The percentage of Reclassified Fluent English Proficient students has been fairly consistent each past year, ranging around 13% - 14%.
3. Our Fluent English Proficient students have increased by 1.4%, from 3.9% to 5.3%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	118	86	96	116	85	96	116	85	98	98.3	98.8
Grade 4	121	98	110	117	95	109	117	95	109	96.7	96.9	99.1
Grade 5	117	127	93	116	124	92	116	124	92	99.1	97.6	98.9
Grade 6	110	116	134	109	114	129	109	114	129	99.1	98.3	96.3
All Grades	446	459	423	438	449	415	438	449	415	98.2	97.8	98.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2434.	2434.	2452.	31	26.72	40.00	23	31.03	21.18	19	18.97	21.18	27	23.28	17.65
Grade 4	2454.	2465.	2493.	16	27.37	36.70	26	21.05	27.52	26	22.11	20.18	32	29.47	15.60
Grade 5	2502.	2491.	2498.	18	18.55	25.00	31	29.84	26.09	26	23.39	20.65	25	28.23	28.26
Grade 6	2555.	2534.	2532.	20	16.67	18.60	45	35.09	33.33	28	29.82	27.13	7	18.42	20.93
All Grades	N/A	N/A	N/A	21	22.05	29.16	32	29.62	27.71	25	23.61	22.65	23	24.72	20.48

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	32	30.17	34.12	40	43.10	44.71	28	26.72	21.18	
Grade 4	23	23.16	37.61	42	55.79	45.87	35	21.05	16.51	
Grade 5	19	20.16	27.17	47	50.81	42.39	34	29.03	30.43	
Grade 6	20	23.68	20.93	62	53.51	51.16	17	22.81	27.91	
All Grades	23	24.28	29.40	48	50.56	46.51	29	25.17	24.10	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	30.17	37.65	48	48.28	41.18	26	21.55	21.18
Grade 4	21	28.42	33.94	53	47.37	46.79	27	24.21	19.27
Grade 5	27	34.15	35.87	42	39.02	36.96	31	26.83	27.17
Grade 6	28	24.56	24.03	61	53.51	47.29	11	21.93	28.68
All Grades	25	29.46	32.05	51	46.88	43.61	24	23.66	24.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	18.97	25.88	59	61.21	57.65	16	19.83	16.47
Grade 4	9	14.74	24.77	74	55.79	66.06	17	29.47	9.17
Grade 5	17	12.10	17.39	69	66.94	54.35	14	20.97	28.26
Grade 6	20	10.53	18.60	72	79.82	67.44	7	9.65	13.95
All Grades	18	14.03	21.45	69	66.37	62.17	13	19.60	16.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	22.41	38.82	51	56.03	45.88	25	21.55	15.29
Grade 4	13	23.16	32.11	62	57.89	53.21	25	18.95	14.68
Grade 5	35	22.58	18.48	52	48.39	55.43	13	29.03	26.09
Grade 6	43	28.95	29.46	53	50.88	55.81	4	20.18	14.73
All Grades	29	24.28	29.64	55	53.01	53.01	16	22.72	17.35

Conclusions based on this data:

1. Approximately 57% of students tested exceeded or met standards in English Language Arts, an increase of 5% from the previous year.
2. Students performed highest overall in the area of Listening and Research/Inquiry.
3. Students performed relatively weaker in the areas of Reading and Writing with approximately 24% performing below standard.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	118	86	96	116	85	96	116	85	98	98.3	98.8
Grade 4	121	98	110	117	94	109	117	94	109	96.7	95.9	99.1
Grade 5	117	127	93	116	124	91	116	124	91	99.1	97.6	97.8
Grade 6	110	116	134	109	114	131	109	114	131	99.1	98.3	97.8
All Grades	446	459	423	438	448	416	438	448	416	98.2	97.6	98.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2435.	2430.	2440.	19	16.38	22.35	30	37.93	35.29	29	25.86	18.82	22	19.83	23.53
Grade 4	2468.	2460.	2472.	14	10.64	12.84	28	31.91	37.61	38	35.11	35.78	21	22.34	13.76
Grade 5	2496.	2493.	2488.	18	17.74	13.19	22	19.35	23.08	29	31.45	28.57	31	31.45	35.16
Grade 6	2561.	2522.	2535.	28	19.30	19.85	31	22.81	29.77	32	34.21	29.01	9	23.68	21.37
All Grades	N/A	N/A	N/A	19	16.29	17.07	28	27.68	31.49	32	31.47	28.61	21	24.55	22.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	27.59	45.88	39	49.14	23.53	30	23.28	30.59
Grade 4	26	26.60	22.02	36	32.98	44.04	38	40.43	33.94
Grade 5	29	23.39	27.47	29	35.48	29.67	41	41.13	42.86
Grade 6	39	24.56	25.95	42	37.72	43.51	19	37.72	30.53
All Grades	31	25.45	29.33	36	39.06	36.54	32	35.49	34.13

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	26.72	37.65	41	50.00	36.47	21	23.28	25.88
Grade 4	14	22.34	21.10	63	47.87	54.13	23	29.79	24.77
Grade 5	13	13.71	8.79	53	48.39	53.85	34	37.90	37.36
Grade 6	28	19.30	24.43	59	47.37	47.33	14	33.33	28.24
All Grades	22	20.31	22.84	55	48.44	48.32	23	31.25	28.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	24.14	34.12	55	55.17	41.18	20	20.69	24.71
Grade 4	19	15.96	23.85	49	52.13	53.21	32	31.91	22.94
Grade 5	13	13.71	13.19	53	50.81	52.75	34	35.48	34.07
Grade 6	23	16.67	22.14	62	50.00	44.27	15	33.33	33.59
All Grades	20	17.63	23.08	55	52.01	47.84	26	30.36	29.09

Conclusions based on this data:

1. In Mathematics, 49% of students tested exceeded or met standards, an increase of 5 % from the previous year.
2. Applying mathematical concepts and procedures is a relative weakness for all grades, with about 34% below standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	1495.6	1479.8	1510.8	12
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				49

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*	*	*	*
Grade 1	*	*	*	*			*	*	12
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	22	44.90	17	34.69	*	*	*	*	49

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*			*	*	*	*	12
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*			*	*	*
All Grades	28	57.14	14	28.57	*	*	*	*	49

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*					*	*	*
Grade 1	*	*	*	*	*	*			12
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*			*	*	*	*	*
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
Grade 6			*	*	*	*	*	*	*
All Grades	16	32.65	13	26.53	15	30.61	*	*	49

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	12
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	28	57.14	19	38.78	*	*	49

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	12
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	31	63.27	15	30.61	*	*	49

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	12
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	16	32.65	20	40.82	13	26.53	49

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 1	*	*	*	*	*	*	12
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*	*	*	*
All Grades	21	42.86	22	44.90	*	*	49

Conclusions based on this data:

1. This year, ELPAC data will serve as baseline data. The state has switched over from the previous CELDT testing to the new ELPAC Assessment.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
755	31.9%	7.2%	0.3%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	7.2%
Foster Youth	2	0.3%
Homeless	2	0.3%
Socioeconomically Disadvantaged	241	31.9%
Students with Disabilities	102	13.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.3%
American Indian	6	0.8%
Asian	16	2.1%
Filipino	15	2.0%
Hispanic	249	33.0%
Two or More Races	20	2.6%
Pacific Islander	3	0.4%
White	430	57.0%

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged students are 31.9%. This has increased approximately 5% over the past 3 years.
2. Our English Learners are 7.2%, a decrease of almost 3% from 10.1% two years prior.
3. Students With Disabilities are 13.5%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Rosedell is making steady progress in ELA, Math, and Chronic Absenteeism and is Green in all 3 of these areas.
2. Our Suspension Rate at Rosedell is in the Blue demonstrating significant progress in this area.

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 10 points above standard Increased 9.3 points 408 students	<p>English Learners</p>  Yellow 19 points below standard Increased 7.3 points 48 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 24.8 points below standard Increased 30.5 points 125 students	<p>Students with Disabilities</p>  Orange 59.5 points below standard Declined -7.4 points 63 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.5 points below standard Increased 16.3 points 163 students	 No Performance Color 43.1 points above standard Increased 45.6 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 21.2 points above standard Increased 4.3 points 203 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.8 points below standard Maintained -1.4 points 24 students	49.8 points above standard Increased 6.5 points 24 students	12.5 points above standard Increased 9.8 points 344 students

Conclusions based on this data:

- In ELA, All Students are in the Green, with an increase of 9.3 points.
- Our English Learners are in the Yellow, with an increase of 7.3 points. Our Socioeconomically Disadvantaged Students are also in the Yellow with an increase of 30.5 points.
- Our Students with Disabilities have had a decline of 7.4 points and are in the Orange.

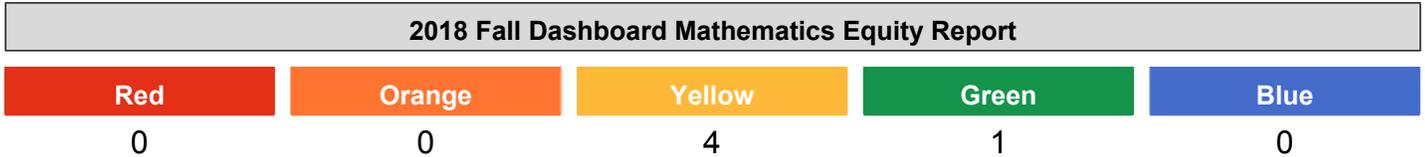
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 15.6 points below standard Increased 5.5 points 406 students	<p>English Learners</p>  Yellow 32.3 points below standard Increased 8.9 points 48 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 44.5 points below standard Increased 30.2 points 124 students	<p>Students with Disabilities</p>  Yellow 73.5 points below standard Increased 12.4 points 62 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.4 points below standard Increased 12 points 162 students	 No Performance Color 11.4 points above standard Increased 40.5 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 2.1 points below standard Increased 3 points 202 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.7 points below standard Increased 10.9 points 24 students	14 points above standard Maintained -1 points 24 students	15 points below standard Increased 4.4 points 342 students

Conclusions based on this data:

1. In Math, All Students are in the Green and have had an increase of 5.5 points.
2. Our English Learners (increase of 8.9 points), Socioeconomically Disadvantaged (Increase of 30.2 points), and Students With Disabilities (Increase of 12.4 points) are all in the Yellow. Although each Student Group falls significantly below standard they have shown some growth in Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
49	44.9%	34.7%	12.2%	8.2%

Conclusions based on this data:

1. Of our 48 English Learners, about 45 % are at Level 4 - Well Developed.
2. Approximately 35% of our English Learners are at Level 3 - Moderately Developed.
3. There are 21% of English Learners at Level 1 or 2, Beginning Stage or Somewhat Developed.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

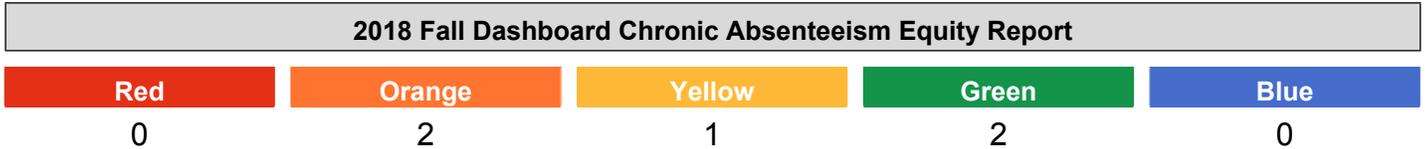
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.1% chronically absent</p> <p>Declined 0.5%</p> <p>775 students</p>	<p>English Learners</p>  <p>Green</p> <p>8.6% chronically absent</p> <p>Declined 1.8%</p> <p>58 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>11.6% chronically absent</p> <p>Maintained 0.4%</p> <p>250 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>11.7% chronically absent</p> <p>Increased 5.7%</p> <p>120 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2% chronically absent Maintained 0% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0% chronically absent Maintained 0% 16 students	 No Performance Color 6.3% chronically absent Increased 6.3% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.2% chronically absent Declined 2.8% 260 students	 No Performance Color 7.7% chronically absent Increased 4% 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Yellow 7.6% chronically absent Maintained 0.4% 437 students

Conclusions based on this data:

1. Chronic Absenteeism at Rosedell for All Students is in the Green with 7.1% chronically absent. This was a slight decline of .5%.
2. Our English Learners were also in the Green with 8.6% chronically absent with a decline of 1.8%.
3. Both our Socioeconomically Disadvantaged and Students With Disabilities fell in the Orange with 11.6% and 11.7% , respectively, chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

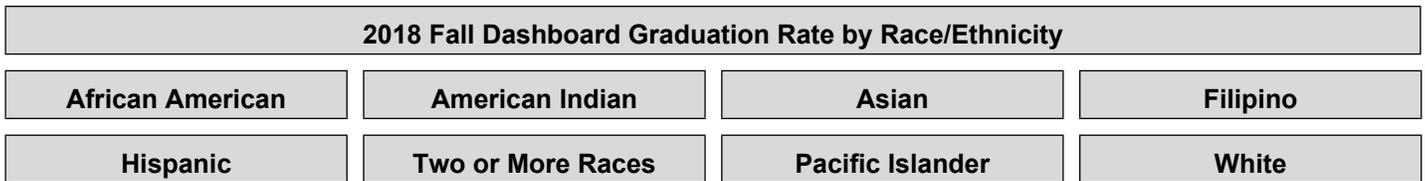
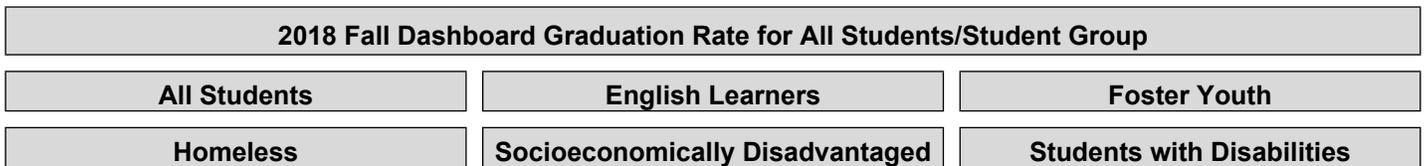
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

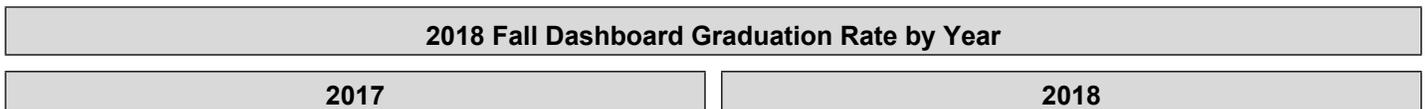
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

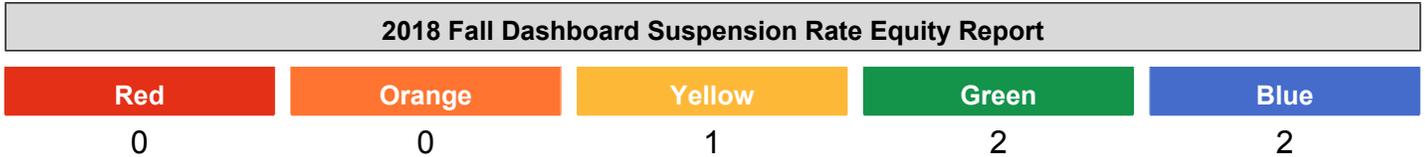
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.4% suspended at least once Maintained -0.2% 788 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 59 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2 students	<p>Socioeconomically Disadvantaged</p>  Green 0.8% suspended at least once Declined -0.3% 257 students	<p>Students with Disabilities</p>  Yellow 0.8% suspended at least once Increased 0.8% 123 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 11 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0% suspended at least once Maintained 0% 16 students	 No Performance Color 0% suspended at least once Maintained 0% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8% suspended at least once Maintained 0.1% 265 students	 No Performance Color 0% suspended at least once Maintained 0% 26 students	 No Performance Color Less than 11 Students - Data 3 students	 Blue 0.2% suspended at least once Declined -0.5% 445 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.4% suspended at least once	0.6% suspended at least once	0.4% suspended at least once

Conclusions based on this data:

1. The Suspension Rate for All Students and for English Learners is in the Blue.
2. The Suspension Rate for Socioeconomically Disadvantaged and Hispanic Students is in the Green.
3. The Suspension Rate for Students With Disabilities is in the Yellow.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

Increase student achievement in English Language Arts and Math using California State Standards (CSS) materials and resources.

Increase the percentage of students who have exceeded or met standards in English Language Arts from 57% to 60% as measured by CAASPP.

Increase the percentage of students who have exceeded or met standards in Mathematics from 49% to 52% as measured by CAASPP.

Increase English Language Proficiency by one level as measured by ELPAC and maintain reclassification of EL students at 11% in 2019-2020.

Increase percentage of 5th grade students meeting 5/6 or 6/6 criteria on the Physical Fitness Test from 76.5% to 79.5%.

Provide all students with instruction in the Visual and Performing Arts using VAPA standards.

Provide all students with increased access to technology and implement district technology standards at each grade level.

Provide all students with Social Studies and Science instruction based on the California State Standards.

LCAP Goal

Increase student achievement.

Basis for this Goal

Common Assessments Data - English Language Arts and Math

CAASPP Results

Accelerated Reader Assessment Data

District Writing Benchmark

ELPAC Results

ADEPT Data

Physical Fitness Test

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - ELA	Proficiency in English Language Arts at 57%	Proficiency in English Language Arts at 60%
CAASPP - Math	Proficiency in Math at 49%.	Proficiency in Math at 52%
ELPAC Summative	Reclassification rate at 11%	Increase Reclassification rate to 13%
5th Grade Physical Fitness Test	Meeting 5/6 or 6/6 criteria for 76.5% of students	Meeting 5/6 or 6/6 criteria for 79.5% of students
CAST Science	2018 - 2019 will serve as Baseline data	Baseline Scores

Planned Strategies/Activities

Strategy/Activity 1

ELA:

To increase our student achievement in English Language Arts (ELA), teachers will analyze assessment data and develop a comprehensive instructional program. 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. Site administrators will purchase supplemental materials and resources to support ELA instruction. Teachers will continue to calibrate instructional practices, build common assessments, analyze data, and work on continuous improvement of instruction within their grade level teams. Additional time will be provided to support grade level teams in their pursuit of building Professional Learning Communities.

Teachers will provide targeted intervention for students not meeting grade level standards through use of targeted small group instruction. To meet the diverse needs of students not meeting grade level standards, administrators will purchase researched based intervention literacy programs, such as Read Naturally 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 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 to support small group instruction. 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.

Site administrators will establish a library schedule for all students to access on a weekly basis. Teachers will integrate technology throughout the day by utilizing classroom Chromebooks and the Interactive Flat Panel. All students in Grades 3rd through 6th will have 1:1 Chromebooks use. Site administrators will purchase supplemental technology to monitor and support student learning and achievement (including hardware, software, & online resources). Site administrators and District Staff will continue to provide professional development opportunities during District Trainings and Workshops, Staff Meetings, and Collaborative Instructional Planning Wednesdays.

Students to be Served by this Strategy/Activity

All Students

Timeline

In 6-8 week intervals, teachers will collect and analyze data to monitor student progress and determine future targeted instruction throughout the school year.

Person(s) Responsible

Teachers, Site Administrators, Instructional Assistants, Library Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	12,700
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistants for RTI

Amount	1700
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Intervention Materials & Resources
Amount	1800
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Planning and Intervention (after school) After school Roadrunner Club or Homework support
Amount	8000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK and Kindergarten Instructional Assistants

Strategy/Activity 2

Math:

To increase student achievement in Math, teachers will analyze assessment data and develop a comprehensive instructional program. Teachers will plan and 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.

Site administrators will purchase supplemental materials and resources to support Math instruction. For intervention, additional programs such as Moby Max and Formative Loop will be renewed and utilized. 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 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).

Students to be Served by this Strategy/Activity

All students

Timeline

In 6-8 week intervals, teachers will collect and analyze data to determine future targeted instruction throughout the school year.

Person(s) Responsible

Site Administrators, Teachers, Instructional Assistants, District Instruction Coaches

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional assistant to support Math Intervention
Amount	2300
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Math Intervention (outside of the school day)
Amount	1249
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math Intervention online supplemental programs

Strategy/Activity 3

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. Trained teachers will incorporate Constructing Meaning strategies throughout the day. Teachers will collaborate within their grade level and across grade levels to analyze assessment data and plan Systematic ELD instruction. 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. The District will provide summer school opportunities for selected EL students at designated school site.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

All English Language Learners will be assessed annually through ELPAC in the Spring to determine annual progress. Newly enrolled EL's will be assessed within 30 days.

Person(s) Responsible

Site Administrators, Teachers, ELD Coaches, Instructional Assistant

Proposed Expenditures for this Strategy/Activity

Amount	5500
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Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	ELD Assistant
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD Coaches Training and Professional Development
Amount	800
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELPAC Assessment

Strategy/Activity 4

Physical Education:

Teachers will provide all students with the mandated 200 minutes of Physical Education every 10 school days. and collaborate with grade level colleagues to plan instruction. All 5th grade students will 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

All students will receive Physical Education instruction throughout the school year; 5th grade students will be assessed using the PFT in late Spring 2020.

Person(s) Responsible

Teachers, Site Administrators, 5th grade teachers, District PE TOSA

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Additional site specific PE equipment
Source	District Funded
Budget Reference	None Specified
Source	District Funded

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	P.E. TOSA

Strategy/Activity 5

Visual and Performing Arts:

Teachers will provide instruction to all students in visual and performing arts aligned to VAPA standards. Teacher will collaborate with grade level colleagues to plan instruction in visual and performing arts. Through our partnership with CalArts, all grade levels will participate in a grade level music, dance or art workshop, as funded by our PTA. In addition, school wide assemblies and field trips will be funded through PTA.

Teachers will continue to utilize the Meet the Masters art program and plan instruction incorporating the VAPA standards whenever possible. Site administrators will purchase materials and supplies to support instruction in the visual and performing arts. Students Grades 4th - 6th will have an opportunity to participate in the after school Theater Club and perform in our annual musical production. All students will be encouraged to participate in the PTA Reflections Art Contest.

The District will provide teachers with the opportunity to participate in the Kennedy Arts Center Program for art integration.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the school year

Person(s) Responsible

Site Administrators, Teachers, PTA, Cal Arts Representative and Instructors, Art TOSA

Proposed Expenditures for this Strategy/Activity

Amount	14,000
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Assemblies and Field Trips
Amount	55,000
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	CalArts student workshops (including parent engagement)
Amount	1000
Source	Per Pupil
Budget Reference	None Specified
Description	Art materials and supplies

Strategy/Activity 6

Technology:

Teachers will provide technology instruction, including typing skills, aligned with our District's Technology Standards for each grade level. With use of the District adopted keyboarding program, students will have frequent opportunities for practice of typing skills. The District will provide students with the opportunity to participate in the Accelerated Reader Program. Updated technology will be provided as needed to better support students in accessing the curriculum. The District will provide Chromebook use for all students. In Grades 3rd through 6th the ratio of student Chromebooks will be 1:1.

Teachers will utilize Interactive Flat Panels in their classrooms and create dynamic lessons using Prowise. Teachers will utilize our District TOSA's for technical support, testing strategy instruction with their classes, and curriculum support using technology. Teachers are encouraged to use Google Classroom, Illuminate, and IABs to measure student learning.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the school year.

Person(s) Responsible

Teachers, Site Administrators, District Technology TOSAs

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Additional technology as needed to support instruction/assessment
Source	District Funded
Budget Reference	None Specified
Description	Keyboarding without Tears
Source	District Funded
Budget Reference	None Specified
Description	Chromebooks, updated technology and District TOSA's

Strategy/Activity 7

Science:

Teachers will provide science instruction in the three domains 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 technology to support student learning and achievement in Science. PTA provides science related field trips and assemblies. Fifth grade students will be formally assessed each Spring on the CAST with baseline scores available this school year.

The District will fund NGSS Coaches and provide professional development for NGSS. Site NGSS coaches will further train and assist teachers. Summer Professional Development opportunities will be offered for NGSS Training at COC.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the school year; 5th grade assessment in Spring

Person(s) Responsible

Teachers, Site Administrators, PTA, District NGSS Coaches

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	NGSS District Professional Development of NGSS Coaches/Teachers afterschool workshops
Amount	1500
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Science materials and resources
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Field Trips/Assemblies to support Science curriculum

Strategy/Activity 8

Social Studies:

Teachers will provide Social Studies instruction to all students according to the California Social Studies Standards for their grade level. The District will purchase materials and resources needed to support Social Studies instruction. PTA funding provides field trips and assemblies to support the Social Studies Curriculum.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the school year

Person(s) Responsible

Site administrators, Teachers, PTA

Proposed Expenditures for this Strategy/Activity

Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Field Trips/Assemblies to support Social Studies curriculum

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Meaningful and purposeful student, teacher, and parent engagement

Goal Statement

Increase student attendance
 Decrease truancy rate and chronic absenteeism
 Continue to seek parent input in decision making
 Promote parent participation in programs for English Learners, Students With Special Needs, and other under-represented subgroups
 Increase meaningful communication with parents and all stakeholders
 Increase students' sense of safety and school connectedness

LCAP Goal

Increase meaningful and purposeful student, teacher, and parent engagement.

Basis for this Goal

Increase student attendance (Decrease Chronic Absenteeism)
 Increase parent involvement at Schoolwide events and activities
 Increase parent attendance at PTA Meetings, Site Council Meetings, ELAC, GATE Meetings, Parent Conferences
 Support Parent Volunteerism
 Maintain or decrease Suspension Rate
 Increase students' sense of school connectedness and safety
 Improve Home/School Communication

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Data	Student Attendance is currently at a rate of 93%. chronic Absenteeism is at 7.1%, a decline of .5%.	Increase Student Attendance to 94% Decrease Chronic Absenteeism by an additional 1%.
School Site Council Survey Data PTA Parent Survey Attendance Records from Parent Meetings	Parent satisfaction % as indicated on the School Site Council Survey Parent attendance at meetings and events	
Suspension Rate	Suspension Rate is at .4%	Maintain or decrease Suspension Rate
PBIS Student Survey	This year will serve as baseline	

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement:

Parents will receive ongoing communication through our weekly Tuesday Telegram sent electronically or through hard copies sent home. Administrators will use Infinite Campus and Parent Square for special or emergency messages. Administrators and Teachers will maintain and update school website. Communication will be sent out regularly through our Tuesday Telegrams and teacher newsletters. At parent meetings and conferences, parents will be informed about current curriculum, instructional practices, strategies and ways they can better support their child. PTA will provide information, updates, and upcoming events through their PTA website. A parent designee will maintain the PTA website as well as the school calendar for the school website. Administrators, Office Staff, and Teachers will be trained in Parent Square to improve communication with parents.

Active parent involvement and participation at Site Council, ELAC, and PTA Meetings will be encouraged. Administrators and teachers will plan and provide opportunities for Parent Engagement Nights in specific academic areas, i.e. literacy, math, and technology.

Staff will encourage parent attendance at awards assemblies, class and grade level performances, PTA events, school functions, Dad's Club events, community events, musical production, Open House, Back-To-School Night, and parent conferences. Administration will assure equitable access by providing translation at ELAC meetings, Family Engagement Nights, and as needed at parent conferences. In Spring, School Site Council will obtain feedback through a Parent Survey.

Students to be Served by this Strategy/Activity

All students and parents

Timeline

Throughout the school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	700
Source	Site Based Gifts and Donations
Budget Reference	4000-4999: Books And Supplies
Description	Family Engagement Evenings (Supplies and materials)
Source	District Funded
Budget Reference	None Specified
Description	Infinite Campus, and Parent Square
Amount	400
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description

ELD assistant for translation

Strategy/Activity 2**Pupil Engagement/Attendance:**

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.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the school year

Person(s) Responsible

Teachers, Site Administrators, Office Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3****School Climate:**

In order to develop strong citizenship, staff will implement the school-wide character education program Character Counts with classroom lessons and "Student of the Month" recognition.

Students will participate in weekly Spirit Assemblies to promote school connectedness and school pride. Staff will participate in Positive Behavior Intervention and Supports (PBIS) Trainings. Rosedell's PBIS Team will plan and implement an effective schoolwide 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 students needing extra movement.

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

All students will participate in cross-age grade level Buddy Activities allowing older students to connect with their younger buddies. Each year, the site administrator will arrange for the Deputy to train students in our Student Valet Program and encourage students to volunteer in the program by assisting with morning drop off. A weekly Video Broadcast will be filmed and sent to teachers, including Student Leadership participants, PBIS reminders and incentives, Character Counts, and reminders about schoolwide 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.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the school year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Based Gifts and Donations
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Incentives and supplies
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PBIS Meetings with Campus Supervisors
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Trainings for site team
Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Circle of Friends materials and supplies

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Increase student achievement in English Language Arts and Math using California State Standards (CSS) materials and resources.
 Increase the percentage of students who have exceeded or met standards in English Language Arts from 53% to 56% as measured by CAASPP.
 Increase the percentage of students who have exceeded or met standards in Mathematics from 44% to 47% as measured by CAASPP.
 Increase English Language Proficiency by one level as measured on the CELDT and maintain reclassification of EL students at 13% in 2017-2018.
 Increase percentage of 5th grade students meeting 5/6 or 6/6 criteria on the Physical Fitness Test from 65.6% to 68.6%.
 Provide all students with instruction in the Visual and Performing Arts using VAPA standards.
 Provide all students with increased access to technology and implement district technology standards at each grade level.
 Provide all students with Social Studies and Science instruction based on the California State Standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - ELA	Increase of 3% from 53% to 56%	Increase of 5% from 53% to 59%.
CAASPP - Math	Increase of 3% from 44% to 49%.	Increase of 5 % from 44% to 49%.
CELDT/ELPAC and Reclassification progress	English Language Proficiency - increase by one proficiency level and maintain Reclassification of EL's by 13%.	CELDT has now changed over to ELPAC. This year ELPAC scores will be used as baseline data. Our Reclassification was 10%, a slight decrease from the previous year. Over the past 2 years our English Learner students also has decreased from around 10.1% to 7.2%.
Physical Fitness Test	Increase students meeting 5/6 or 6/6 criteria on PFT from 65.6% to 68.6%.	Students meeting 5/6 or 6/6 increased from 65.6% to 77.8%, an increase of 12.2%.
Visual and Performing Arts Standards	All students are provided instruction in Visual and Performing Arts using the VAPA standards.	All students Grades TK - 6 participated in Visual and Performing Arts Workshops through our partnership with CalArts. Teachers provided core Arts instruction in the classroom utilizing the VAPA standards.
Technology Integration	All students will have access to technology and receive instruction using the District Technology Standards.	Students in 5th & 6th Grade had 1:1 Chromebook use throughout the day. Students in Grades 3rd - 4th had 3:1 Chromebook access and in Grades K - 2 at a 4:1 ratio. All students are able to access and utilize Typing Club.
Social Studies and Science Instruction	Students will receive standards based instruction in Social Studies and Science. In Science teachers will begin to implement Next Generation Science Standards (NGSS).	All students received Social Studies and Science Instruction based on California State Standards. Teachers have begun to plan and implement NGSS during their science instruction.

Metric/Indicator

Expected Outcomes

Actual Outcomes

Science CAST Assessment

This year will serve as a baseline.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts (ELA) and Math:			
Analyze assessment data and develop a comprehensive instructional program.	During Collaborative Instructional Planning Days and CIP Wednesdays, teachers continue to analyze assessment data to help guide their instruction. Data chats during Administrator designated CIP Wednesdays have provided designated time to review student progress.	Teacher Planning (Explicit Direct, Instruction lessons based on CSS) None Specified	
Plan and implement ELA and Math lessons that align with California State Standards (CSS).	Teachers continue to teach standards based lessons in ELA and Math.	ELA and Math Core Curriculum 4000-4999: Books And Supplies District Funded	
Purchase CSS materials and resources to support ELA and Math instruction.	District purchased needed ELA AND Math core curricular materials and resources.	Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF - Supplemental 18385	Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF - Supplemental 18000
Collaborate with grade level colleagues to develop common assessments, standards-based units of study, layered activities, and performance tasks.	Teacher collaboration during CIP times.	RTI materials and resources 4000-4999: Books And Supplies LCFF - Supplemental 8637	RTI materials and supplies 4000-4999: Books And Supplies LCFF - Supplemental 7000
Provide targeted intervention for students not meeting grade level standards through use of small group instruction and research-based materials and resources; Use of instructional assistants in primary grades.	Scheduled RTI time blocks for small group targeted intervention.	TK and Kindergarten Instructional Assistants 1000-1999: Certificated Personnel Salaries District Funded 10,000	TK and Kindergarten Instructional Assistants 1000-1999: Certificated Personnel Salaries District Funded 10,000
Provide targeted Reading Intervention after school for primary students.	Additional RTI time block for students struggling to make expected growth was provided during the second half of the school year. This was done in place of after school intervention for our 1st and 2nd grade students	Upper Grade Math Intervention 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2240	Sixth Grade Math Intervention 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000
Provide specific targeted math intervention.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Purchase supplemental materials and resources for intervention.</p> <p>Provide instructional assistants for classroom support in Transitional Kindergarten and Kindergarten.</p> <p>Provide differentiated instruction based on student individuals needs and for students with an IEP.</p> <p>Provide differentiated instruction to designated GATE students and increase the depth and complexity of instruction.</p> <p>Establish a library schedule for all students to access on a weekly basis.</p> <p>Establish a computer lab schedule for all students to access weekly or bi-weekly, whenever possible.</p> <p>Purchase supplemental technology to monitor and support student learning and achievement (hardware and software).</p> <p>Continue to provide professional development opportunities in CCS, explicit direct instruction, standards-based units of study, and other areas of need.</p>	<p>performing significantly below grade level in ELA.</p> <p>Read Naturally seats and SIPPS program were purchased and utilized in ELA. Moby Max and Formative Loop was purchased and used in Math.</p> <p>Continued use of Instructional Assistant support in TK and K until May. Extra time was added for needed Intervention in ELA.</p> <p>All students with IEP's provided with appropriate instruction according to their IEP needs. Teachers 3rd - 6th grade provided differentiated curriculum and instruction to meet the needs of our GATE students.</p> <p>All students visited the library on a weekly basis in accordance with our Library Schedule.</p> <p>Students in primary and middle grades regularly had access to the Computer Lab through our Computer Lab schedule. Grades 5th and 6th had access to 1:1 Chromebooks in their classroom the second half of the school year and no longer required use of the Computer Lab. Technology materials and equipment were purchased as needed.</p> <p>Professional Development opportunities were provided throughout the school year during Staff</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Continue to participate in learning walks to calibrate instructional practices, build common language, and work on continuous improvement of instruction.</p>	<p>Meetings and District Workshops and Trainings.</p> <p>Teachers were given the opportunity to participate in a Learning Walk or Lesson Study.</p>		
<p>English Language Development:</p> <p>Implement Systematic ELD program for all English Learners at least 30 minutes per day.</p> <p>Incorporate Constructing Meaning strategies throughout the day.</p> <p>Collaborate with grade level and cross grade level colleagues to analyze assessments data and plan Systematic ELD instruction.</p> <p>Provide ELD support through the use of an instructional assistant and ELD coaches.</p> <p>Provide release time for teachers to administer ELPAC testing.</p> <p>Provide summer school opportunities at another site for students who qualify.</p>	<p>Throughout the year, teachers implemented 30 minutes of daily Systematic ELD for all English Learners.</p> <p>Teachers trained in Constructing Meaning, utilized effective CM strategies throughout the day.</p> <p>Teachers collaborated with their grade level and cross grade level colleagues to analyze assessments data and plan for Systematic ELD instruction.</p> <p>ELD coaches provided PD and support throughout the year. ELD instructional assistant assisted teachers during ELD instruction.</p> <p>ELPAC testing administered to all EL students.</p> <p>Summer school was offered and encouraged to all students who qualified.</p>	<p>ELD assistant 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5485</p> <p>ELD Coach Training and professional development 1000-1999: Certificated Personnel Salaries District Funded</p> <p>ELPAC Assessment 2000-2999: Classified Personnel Salaries LCFF - Supplemental 780</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Science:			
Provide science instruction in the three domains that aligns with California State Standards for each specific grade level.	All teachers provided the appropriate science instruction that aligns with California State Standards for each specific grade level.	Science materials and resources 4000-4999: Books And Supplies Per Pupil 1,000	
Collaborate with grade level colleagues to analyze student performance on science assessments and to develop science instructional plans.	Teachers collaborated with grade level colleagues to analyze student performance and develop and implement appropriate science lessons.	NGSS Coaches and Professional Development 1000-1999: Certificated Personnel Salaries District Funded	
Purchase supplemental materials and technology to support student learning and achievement in Science.	Supplemental materials and resources were purchased to support Science instruction., such as StemScopes in 4th and 5th grade.		
Provide field trips and assemblies.	PTA provided a field trip for all classes, some of which related to science. Castaic Water Agency also provided a Field Trip for one of our grade levels.		
Provide professional development and materials for NGSS.	Our District Science Coaches provided professional development in NGSS for all our teachers.		
Use of site NGSS coaches to assist teachers.	Our Site NGSS coaches assisted teachers in NGSS implementation.		
Offer summer Professional Development opportunities for NGSS at COC.	Summer Professional Development opportunities for NGSS was offered at COC.		
Physical Education:			
Provide all students with the mandated 200 minutes of Physical	All students were provide all with the mandated 200 minutes of Physical	PE Equipment None Specified District Funded	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Education every 10 school days.</p> <p>Collaborate with grade level colleagues to plan Physical Education instruction.</p> <p>Provide all 5th grade students with consistent practice of skills tested in preparation for the Physical Fitness Test.</p> <p>Administer the Physical Fitness Test to all 5th grade students.</p> <p>Analyze the PFT data and evaluate the effectiveness of the PE program.</p> <p>Inventory PE equipment and purchase additional PE equipment as needed.</p> <p>Utilize District Teacher on Special Assignment (TOSA) for support of Physical Education Program and planning. (SPARKS)</p>	<p>Education every 10 school days.</p> <p>Teachers collaborated with grade level colleagues to plan Physical Education instruction.</p> <p>All 5th grade students were provided with consistent practice of skills tested in preparation for the Physical Fitness Test.</p> <p>All 5th Grade students were administered the Physical Fitness Test.</p> <p>Teachers continue to review PFT data and evaluate the effectiveness of the PE program.</p> <p>With our District PE TOSA support, PE equipment was inventoried and purchased as needed.</p> <p>Our District PE TOSA also provided support of our Physical Education Program and planning. (SPARKS)</p>	<p>TOSA 1000-1999: Certificated Personnel Salaries District Funded</p>	
<p>Visual and Performing Arts:</p> <p>Provide instruction to all students in visual and performing arts that is aligned to VAPA standards.</p> <p>Collaborate with grade level colleagues to plan instruction in visual and performing arts.</p> <p>Collaborate with COC's Performing Arts Center representative and PTA to</p>	<p>Art instruction was provided to all students in visual and performing arts.</p> <p>Teachers collaborated with grade level colleagues to plan instruction in visual and performing arts.</p> <p>With our partnership with CalArts, all students were provided with a VAPA experience in the area of</p>	<p>PAC workshops, assemblies, field trips None Specified Parent-Teacher Association (PTA)</p> <p>Art materials and supplies None Specified Site Based Gifts and Donations 2000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>plan grade level music and dance workshops, assemblies, field trips, and instructional opportunities in the performing arts.</p> <p>Continue to utilize the Meet the Masters art program across the grade levels.</p> <p>Plan instruction incorporating the VAPA standards whenever possible.</p> <p>Purchase materials and supplies to support instruction in the visual and performing arts.</p> <p>Provide students with the opportunity to participate in the after school Theater Club and perform in our annual musical production.</p> <p>Provide teachers with the opportunity to participate in the Kennedy Arts Center Program for art integration.</p> <p>Encourage students to participate in the PTA Reflections Contest.</p>	<p>music, dance, or art through PTA funding. (COC PAC was not used this year.)</p> <p>Teachers continue to use our Meet the Masters art program.</p> <p>Teachers continue to plan and implement core art instruction, incorporating the VAPA standards whenever possible.</p> <p>Administrators will continue to purchase materials and supplies to support instruction in the visual and performing arts.</p> <p>Students in Grades 4 - 6 were provided the opportunity to participate in after school Theater Club and perform in our annual musical production, The Little Mermaid.</p> <p>Teachers were provided the opportunity to participate in the Kennedy Arts Center Program for art integration.</p> <p>Many students participated in our PTA's Reflection Contest.</p>		
<p>Technology:</p> <p>Provide technology instruction, including typing skills, aligned with our District's Technology Standards for each grade level.</p>	<p>All students were provide technology instruction, including typing skills, aligned with our District's Technology Standards for each grade level.</p>	<p>Typing Club and Accelerated Reader Program None Specified District Funded</p> <p>Updated technology and District TOSA's None Specified District Funded</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide frequent opportunities for practice of typing skills in the computer lab and classroom.</p> <p>Use of Typing Club Program for all students.</p> <p>Monitor student progress of typing skills.</p> <p>Provide students with the opportunity to participate in the Accelerated Reader Program.</p> <p>Purchase and update technology as needed to better support students in accessing the curriculum. District to provide Chromebooks to grades 4th, 5th and 6th at a ratio of 1:2. In grades 1, 2, and 3 at a ratio of 1:3.</p> <p>Utilize Interactive Flat Panels in all classrooms and provide planning time for Prowise.</p> <p>Utilize District TOSA's for additional support with technology.</p>	<p>All students had frequent opportunities for practice of typing skills in the computer lab and/or the classroom through use of the Typing Club Program.</p> <p>Teachers continue to monitor student progress of typing skills.</p> <p>Students in Grades 1 - 6 participated in the Accelerated Reader Program.</p> <p>Updated technology was purchased and maintained to support students in accessing the curriculum. District provided Chromebooks to grades 5th and 6th at a ratio of 1:1. In grades 3 - 4 at a ratio of 1:3, and Grades K - 2 at a ratio of 1:4.</p> <p>Interactive Flat Panels were utilized in all classrooms.</p> <p>District TOSA's provided additional technology support as needed.</p>		
<p>Social Studies:</p> <p>Provide Social Studies instruction to all students according to the California Social Studies Standards for their grade level.</p> <p>Purchase materials and resources needed to support Social Studies instruction.</p>	<p>Teachers provide Social Studies instruction to all students according to the California Social Studies Standards for their grade level.</p> <p>Field trips and assemblies were provided by PTA.</p>	<p>Social Studies materials and resources 4000-4999: Books And Supplies Site Formula Funds 1,000</p>	
		<p>Field Trips/Assemblies None Specified Parent-Teacher Association (PTA)</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide field trips and assemblies.			

Analysis

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

Teachers continue to work collaboratively to plan and implement effective standards based lessons in all academic areas. Assessment data is reviewed and analyzed regularly to provide targeted instruction. RTI is provided for students not meeting grade level standards. Research based instructional strategies, resources, and programs are utilized to help support student learning. Daily Systematic ELD is provided to all EL students. District and Site Professional Development, along with the support of our District TOSA's, assist our teacher in refining their instructional practice.

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

Overall our students showed significant improvements in ELA and Math as measured on our CAASPP assessment. On the CA Dashboard, many areas showed continued improvement as indicated by being in the Green. Although overall we demonstrated significant improvements in several areas, the achievement gap continues to grow with our Socioeconomically Disadvantaged Students and Students With Disabilities. We were also able to add math intervention online programs to assist with math intervention.

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

Proposed Expenditures and Estimated Actual Expenditures did not vary significantly. The previous year's projection of our Supplemental Funds was lower than the actual amount received allowing us to increase time of instructional assistants during added RTI time blocks. We were also able to purchase additional Intervention resources and materials. We did not spend as much on Certificated Personnel as projected since after school intervention did not occur.

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.

We feel the need to begin RTI earlier on in the year and progress monitor more consistently to see if the targeted instruction is working. About every 8 weeks, grade levels (PLC's) will analyze assessment data and adjust RTI groups and instruction as needed. Teachers will continue to utilize IAB's and incorporate increased use of Illuminate to assist with data collection and review. We also see a strong need to add increased math intervention in the middle and upper grades. After school Roadrunner Club will provide ELA intervention and/or homework support. We will continue to seek research based strategies and programs to best support student learning. The current actions in ELA and Math indicate these changes.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Increase student attendance
 Decrease truancy rate and chronic absenteeism
 Continue to seek parent input in decision making
 Promote parent participation in programs for English Learners, Students With Special Needs, and other under-represented subgroups
 Increase meaningful communication with parents and all stakeholders
 Increase students' sense of safety and school connectedness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Data	Increase student attendance/decrease student truancy and absenteeism	
Annual PBIS Student Survey	Increased positive responses regarding school safety from students	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Parent Involvement:</p> <p>Parents will receive ongoing communication through our weekly Tuesday Telegram sent electronically or through hard copies sent home.</p> <p>Use of Constant Contact or Infinite Campus for special or emergency messages.</p> <p>Maintain/update school website.</p> <p>Encourage active parent involvement and participation at Site Council, ELAC, and PTA Meetings.</p> <p>Provide Parent Engagement Evening</p>	<p>All parents received weekly Tuesday Telegram sent electronically or through hard copies sent home.</p> <p>Constant Contact or Infinite Campus was used for special or emergency messages.</p> <p>School website was updated.</p> <p>Parent involvement and participation at Site Council, ELAC, and PTA Meetings as indicated in sign in sheets.</p> <p>Three Family Engagement Nights were held in the area of</p>	<p>Constant Contact and Infinite Campus None Specified District Funded</p> <p>ELD assistant 2000-2999: Classified Personnel Salaries LCFF - Supplemental 400</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Workshops in specific academic areas, i.e. literacy, math, and technology.</p> <p>Encourage parent attendance at awards assemblies, class and grade level performances, winter/spring music program, PTA events, school functions, Dad's Club events, community events, musical production, Open House, Back-To-School Night, and parent conferences.</p> <p>Provide interpretation and translation at ELAC meetings, and as needed at parent conferences.</p> <p>Provide a School Site Council Parent Survey to obtain input and affirmation of our school program.</p> <p>Inform parents of current curriculum, instructional practices, helpful hints, and ways they can better support their child through teacher newsletters, Tuesday Telegrams, parent meetings and conferences.</p> <p>Provide a monthly PTA Newsletter which includes PTA updates, upcoming events, and pertinent school information.</p>	<p>Technology, Math, and Visual and Performing Arts.</p> <p>Parent attended awards assemblies, class and grade level performances, PTA events, school functions, Dad's Club events, community events, musical production, Open House, Back-To-School Night, and parent conferences.</p> <p>Interpretation and translation at ELAC meetings, and at parent conferences was provided, as needed.</p> <p>School Site Council Parent Survey was distributed to obtain input and affirmation of our school program.</p> <p>Parents were kept informed through teacher newsletters, Tuesday Telegrams, parent meetings, and conferences.</p> <p>PTA communicated through their PTA website which was regularly updated throughout the year regarding upcoming events and pertinent school information.</p>		
<p>Pupil Engagement:</p> <p>Encourage daily student attendance and arriving to school on time.</p> <p>Provide parent information on the</p>	<p>Tuesday Telegram attendance messages</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>importance of school attendance in the Tuesday Telegram.</p> <p>Notify parents of attendance concerns.</p> <p>Attend SART and DART Meetings.</p>	<p>Administrator sent home parent letters regarding chronic absences and/or tardies.</p> <p>Administrator met with parents during SART Meeting to discuss a plan for improvement and review attendance contract.</p>		
<p>School Climate:</p> <p>Implement the school-wide character education program Character Counts.</p> <p>Provide "Student of the Month" recognition, PRIDE tickets, yard tokens, "Free-cesses, and other incentives to promote excellent character and citizenship skills and expected behaviors.</p> <p>Participate in weekly Spirit Assemblies to promote school connectedness.</p> <p>Implement Circle of Friends Program, and purchase materials and supplies needed.</p> <p>Encourage Inclusion opportunities and educate students through Inclusion Week Activities</p> <p>Provide a student survey about their sense of school safety and connectedness.</p>	<p>Implemented the school-wide character education program Character Counts.</p> <p>Provided "Student of the Month" recognition at our Spirit Day assemblies after a month long focus on a specific Character Counts Pillar. Teachers and staff provided PRIDE tickets, yard tokens, "Free-cesses, and other incentives to promote excellent character and citizenship skills and expected behaviors. Administrators pulled PRIDE tickets randomly from incentive tubs each Monday on the Weekly Broadcast. At the end of each month 3 students were picked to ave pizza lunch with the Principal and Assistant Principal.</p> <p>All students participated in weekly Spirit Assemblies to promote school connectedness. This was run by our Student Leadership Team with assistance from administrators and teacher reps.</p>	<p>PBIS Training None Specified District Funded</p> <p>PBIS incentives 4000-4999: Books And Supplies Donations 300</p> <p>COF materials and supplies 4000-4999: Books And Supplies Donations 700</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Participate in cross-age grade level Buddy Activities.	Circle of Friends group met every Tuesday during lunch. COF teacher rep, Upper Grade SDC		
Use of progressive discipline model.	teacher, and our school Counselor planned and implemented engaging team activities for the students to participate in.		
Participate in Positive Behavior Intervention and Supports (PBIS) Trainings and work together as a team toward planning and implementing an effective schoolwide PBIS Program.	Administrators purchased materials and supplies as needed. PTA provided an Inclusion Week with a variety of activities and experiences for all students to participate in.		
Train students in our Student Valet Program and encourage students to volunteer in the program by assisting with morning drop off.	Teachers implemented the student survey about their sense of school safety and connectedness.		
Support Student Council elections, meetings, and events.	Classes participated in cross-age grade level Buddy Activities.		
Use of school psychologist and/or counselors to assist and intervene as needed.	Use of progressive discipline model.		
Provide campus supervisor meetings to ensure student safety and positive school climate.	PBIS Team participated in Positive Behavior Intervention and Supports (PBIS) Trainings and worked together as a team toward planning and implementing PBIS.		
Work closely with custodial staff to ensure all safety needs are met and the campus is clean and secure.	Students were trained in our Student Valet Program and assisted with morning drop off.		
	Weekly Student Leadership Team meeting were held on Thursdays during lunch recess.		
	School psychologist and/or counselors to assist and intervened as needed.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Administrators conducted campus supervisor meetings throughout the year to ensure student safety and positive school climate.</p> <p>Administrators worked closely with custodial staff to ensure all safety needs are met and the campus is clean and secure.</p>		

Analysis

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

Overall, administrators, teachers, and staff put much effort into their goal of increasing meaningful and purposeful student, teacher, and parent engagement. Strategies and activities were planned and implemented as documented above. Our Friday Spirit Assemblies and Weekly Broadcast helped to get all students involved and connected to their school. Continued emphasis on the Character Counts Pillars, PRIDE Tickets, Class PRIDE tickets, incentives, awards, and positive reinforcements all helped to promote expected behaviors and increase students' sense of safety and connectedness. The PBIS Team, administrators, teachers, and staff will need to continue to work on full and effective implementation of PBIS next year.

Administrators and teachers encouraged parent engagement and participation at parent meetings, school events, and class activities. Attendance at PTA Meetings, ELAC Meetings, Site Council Meetings, our 3 Family Engagement Nights, schoolwide events, and parent conferences overall was good and seems to be increasing, as evident from attendance sheets.

Administrators held SART meetings, in addition to, sending home tardy and chronic absenteeism letters.

School/home communication continues through our Weekly Tuesday Telegram, teacher newsletters, and PTA website. Constant Contact was used as needed.

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

Both parents and students share an increased sense of school PRIDE and school spirit. We had a great turnout at our 3 Family Engagement Nights. We will continue to explore ways to increase parent attendance at ELAC and PTA Association Meetings. Our schoolwide events, such as Grandparents Day, Father/Daughter Dance, Harvest Festival, APEX Fun Run, and Inclusion Week, just to name a few, were all a huge success with great parent involvement!

Chronic absenteeism continues to be a huge concern. Administrators will work closely with District Office Staff and Site Office Staff to continue to encourage more consistent attendance and work toward decreasing the amount of absences each day.

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

Proposed expenditures and estimated actual expenditures did not vary much in working toward this goal. Many of our actions toward this goal did not involve use of site funds.

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.

Rosedell will continue to focus on many of these same actions as they work on increasing meaningful and purposeful student, teacher, and parent engagement. Our main area of focus will be toward continued training and implementation of PBIS, and beginning to implement the next level of PBIS, including social emotional learning (SEL).

Rosedell will also need to continue to monitor attendance more closely and seek ways to improve student attendance.

Our commitment toward increasing students' sense of safety and school connectedness will be ongoing.

Rosedell is excited to begin implementation of Parent Square as a means of improving school/home communication.

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	110,449.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	19,770	-7,879.00
District Funded		
LCFF - Base		
Parent-Teacher Association (PTA)		
Site Formula Funds		
Unrestricted		
Lottery: Instructional Materials		

Expenditures by Funding Source

Funding Source	Amount
District Funded	8,000.00
Donations	500.00
LCFF - Supplemental	27,649.00
Parent-Teacher Association (PTA)	69,000.00
Per Pupil	4,100.00
Site Based Gifts and Donations	1,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,900.00
2000-2999: Classified Personnel Salaries	27,800.00
4000-4999: Books And Supplies	7,749.00
None Specified	70,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	8,000.00
4000-4999: Books And Supplies	Donations	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,900.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,800.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,949.00
None Specified	Parent-Teacher Association (PTA)	69,000.00
4000-4999: Books And Supplies	Per Pupil	3,100.00
None Specified	Per Pupil	1,000.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	1,200.00

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
- 5 Parent or Community Members

Name of Members	Role
Kathy Stendel	Principal
Nancy Worona	Classroom Teacher
Kevin McGroary	Classroom Teacher
Joni Coutin-Chase	Classroom Teacher
Sue Haynes	Other School Staff
Ronna Marchione	Parent or Community Member
Rachel Villanueva	Parent or Community Member
Tricia Rasplicka	Parent or Community Member
Amber Torres	Parent or Community Member
Michelle Wagner	Parent or Community Member
Lisa Loscos	Other School Staff

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.

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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.

Stakeholder 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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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 Stakeholder 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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Kathy Stendel on

SSC Chairperson, Tricia Rasplicka on

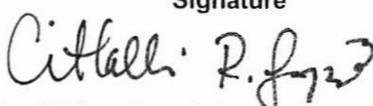
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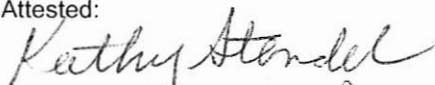
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee 05/2/19

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:




Principal, Kathy Stendel on 5/1/19

SSC Chairperson, Tricia Rasplicka on 5/1/19