

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rosedell Elementary School
Address	27853 Urbandale Ave. Saugus, CA 91350-1914
County-District-School (CDS) Code	19649986022693
Principal	Elizabeth Balena
District Name	Saugus Union School District
SPSA Revision Date	April 21, 2022
Schoolsite Council (SSC) Approval Date	April 24, 2022
Local Board Approval Date	

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

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School Vision and Mission

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

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

School Profile

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

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

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, parents are given the opportunity to share opinions and discuss the presented school goals. At Staff Meetings, teachers collaborate and give input as we work on our Site Plan goals. Teacher input is shared on effective actions in working toward our Site Goals.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	111	113	84
Grade 1	90	93	60
Grade 2	103	97	56
Grade3	107	100	71
Grade 4	88	116	66
Grade 5	105	93	78
Grade 6	96	113	71
Total Enrollment	700	725	486

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.
3. Our White and Hispanic subgroups remain the largest with 50% and 39% respectively.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	45	44	28	6.4%	6.1%	5.8%
Fluent English Proficient (FEP)	33	41	21	4.7%	5.7%	4.3%
Reclassified Fluent English Proficient (RFEP)	8	5	3	14.8%	11.1%	6.8%

Conclusions based on this data:

1. The percentage of English Learners has been declining over the past 3 years, from approximately 7% to about 6%.
2. The percentage of Reclassified Fluent English Proficient students has dropped slightly from 14% to 11%
3. Our Fluent English Proficient students have increased from 4.7% to 5.7%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	86	111	75	85	108	0	85	108	0	98.8	97.3	0.0
Grade 4	110	92	63	109	90	0	109	90	0	99.1	97.8	0.0
Grade 5	93	106	78	92	104	0	92	104	0	98.9	98.1	0.0
Grade 6	134	99	81	129	97	0	129	97	0	96.3	98	0.0
All Grades	423	408	297	415	399	0	415	399	0	98.1	97.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2452.	2443.		40.00	37.96		21.18	19.44		21.18	21.30		17.65	21.30	
Grade 4	2493.	2475.		36.70	28.89		27.52	25.56		20.18	21.11		15.60	24.44	
Grade 5	2498.	2509.		25.00	25.00		26.09	36.54		20.65	12.50		28.26	25.96	
Grade 6	2532.	2560.		18.60	34.02		33.33	36.08		27.13	13.40		20.93	16.49	
All Grades	N/A	N/A	N/A	29.16	31.58		27.71	29.32		22.65	17.04		20.48	22.06	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.12	38.89		44.71	38.89		21.18	22.22	
Grade 4	37.61	26.67		45.87	54.44		16.51	18.89	
Grade 5	27.17	45.19		42.39	30.77		30.43	24.04	
Grade 6	20.93	40.21		51.16	42.27		27.91	17.53	
All Grades	29.40	38.10		46.51	41.10		24.10	20.80	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.65	20.37		41.18	55.56		21.18	24.07	
Grade 4	33.94	25.56		46.79	51.11		19.27	23.33	
Grade 5	35.87	24.04		36.96	49.04		27.17	26.92	
Grade 6	24.03	41.24		47.29	43.30		28.68	15.46	
All Grades	32.05	27.57		43.61	49.87		24.34	22.56	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.88	33.33		57.65	53.70		16.47	12.96	
Grade 4	24.77	22.22		66.06	61.11		9.17	16.67	
Grade 5	17.39	16.35		54.35	63.46		28.26	20.19	
Grade 6	18.60	30.93		67.44	60.82		13.95	8.25	
All Grades	21.45	25.81		62.17	59.65		16.39	14.54	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.82	25.93		45.88	51.85		15.29	22.22	
Grade 4	32.11	22.22		53.21	56.67		14.68	21.11	
Grade 5	18.48	26.92		55.43	48.08		26.09	25.00	
Grade 6	29.46	32.99		55.81	49.48		14.73	17.53	
All Grades	29.64	27.07		53.01	51.38		17.35	21.55	

2019-20 Data:

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Conclusions based on this data:

1. Our CAASPP data was reported 2 years ago and we are currently relying on local data from i-Ready and Focused Interim Assessment Blocks.
2. Mid Year iReady Diagnostic results show 53% of our students met or exceeded grade level standards

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	86	111	75	85	108	0	85	108	0	98.8	97.3	0.0
Grade 4	110	92	63	109	91	0	109	91	0	99.1	98.9	0.0
Grade 5	93	106	78	91	104	0	91	104	0	97.8	98.1	0.0
Grade 6	134	99	81	131	97	0	131	97	0	97.8	98	0.0
All Grades	423	408	297	416	400	0	416	400	0	98.3	98	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2440.	2423.		22.35	16.67		35.29	26.85		18.82	25.00		23.53	31.48	
Grade 4	2472.	2479.		12.84	18.68		37.61	29.67		35.78	32.97		13.76	18.68	
Grade 5	2488.	2495.		13.19	19.23		23.08	24.04		28.57	25.00		35.16	31.73	
Grade 6	2535.	2554.		19.85	31.96		29.77	28.87		29.01	19.59		21.37	19.59	
All Grades	N/A	N/A	N/A	17.07	21.50		31.49	27.25		28.61	25.50		22.84	25.75	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.88	30.56		23.53	29.63		30.59	39.81	
Grade 4	22.02	32.97		44.04	36.26		33.94	30.77	
Grade 5	27.47	24.04		29.67	35.58		42.86	40.38	
Grade 6	25.95	39.18		43.51	34.02		30.53	26.80	
All Grades	29.33	31.50		36.54	33.75		34.13	34.75	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.65	23.15		36.47	44.44		25.88	32.41	
Grade 4	21.10	25.27		54.13	51.65		24.77	23.08	
Grade 5	8.79	19.23		53.85	50.96		37.36	29.81	
Grade 6	24.43	32.99		47.33	45.36		28.24	21.65	
All Grades	22.84	25.00		48.32	48.00		28.85	27.00	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.12	23.15		41.18	47.22		24.71	29.63	
Grade 4	23.85	27.47		53.21	48.35		22.94	24.18	
Grade 5	13.19	16.35		52.75	54.81		34.07	28.85	
Grade 6	22.14	30.93		44.27	47.42		33.59	21.65	
All Grades	23.08	24.25		47.84	49.50		29.09	26.25	

2019-20 Data:

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Conclusions based on this data:

1. Our CAASPP data was reported 2 years ago and we are currently relying on local data from i-Ready, NEXTgen Math, and Focused Interim Assessment Blocks.
2. Mid Year iReady Diagnostic results report that 41% of Rosedell students met or exceeded grade level standards

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	1495.6	*	*	1479.8	*	*	1510.8	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	10	*
3	*	*	*	*	*	*	*	*	*	*	9	5
4	*	*	*	*	*	*	*	*	*	*	7	9
5	*	*	*	*	*	*	*	*	*	*	7	6
6	*	*	*	*	*	*	*	*	*	*	7	5
All Grades										49	45	32

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*	12	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.90	26.67	31.25	34.69	40.00	28.13	*	24.44	28.13	*	8.89	12.50	49	45	32

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*	12	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	57.14	37.78	40.63	28.57	42.22	31.25	*	15.56	21.88	*	4.44	6.25	49	45	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*		*	*	12	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.65	15.56	25.00	26.53	28.89	21.88	30.61	40.00	28.13	*	15.56	25.00	49	45	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	12	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	57.14	33.33	40.63	38.78	55.56	53.13	*	11.11	6.25	49	45	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	12	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.27	55.56	40.63	30.61	40.00	50.00	*	4.44	9.38	49	45	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	12	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.65	22.22	28.13	40.82	53.33	37.50	26.53	24.44	34.38	49	45	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	12	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	15.56	25.00	44.90	73.33	68.75	*	11.11	6.25	49	45	32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 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

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
486	23.0	5.8	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	5.8
Foster Youth	2	0.4
Homeless	3	0.6
Socioeconomically Disadvantaged	112	23.0
Students with Disabilities	75	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.5
American Indian or Alaska Native	5	1.0
Asian	10	2.1
Filipino	9	1.9
Hispanic	206	42.4
Two or More Races	25	5.1
Native Hawaiian or Pacific Islander		
White	217	44.7

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

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 479 699">English Language Arts</p>  <p data-bbox="297 751 368 779">Green</p>	<p data-bbox="673 667 950 699">Chronic Absenteeism</p>  <p data-bbox="773 751 844 779">Green</p>	<p data-bbox="1177 667 1396 699">Suspension Rate</p>  <p data-bbox="1260 751 1315 779">Blue</p>
<p data-bbox="251 867 414 898">Mathematics</p>  <p data-bbox="297 951 368 978">Green</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.
3. Our percent of English Learners does not make up a sub group to collect data.

School and Student Performance Data

Academic Performance English Language Arts

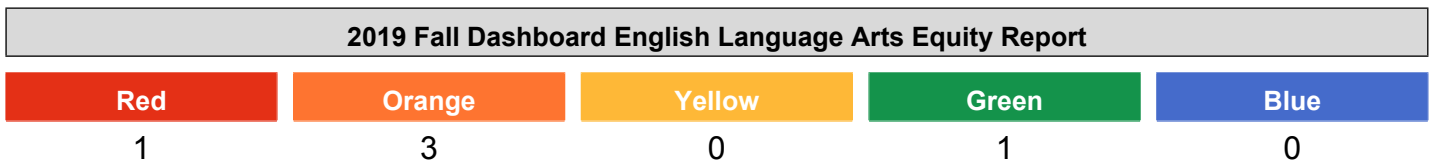
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 14.4 points above standard Increased ++4.6 points 382	<p>English Learners</p> Orange 16.4 points below standard Maintained ++2.6 points 38	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 22.6 points below standard Maintained ++2.2 points 118	<p>Students with Disabilities</p> Red 73.5 points below standard Declined -8.7 points 53

2019 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 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.9 points below standard Declined -3.4 points 143	 No Performance Color 33.2 points above standard Declined -9.9 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 31.4 points above standard Increased ++10.7 points 199

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.7 points below standard Increased Significantly ++17.1 points 24	76.7 points above standard Increased Significantly ++26.9 points 14	16.6 points above standard Increased ++4.4 points 333

Conclusions based on this data:

1. In ELA, All Students are in the Green, with an increase of 4.6 points.
2. Our English Learners are in the Orange, maintained with 2.6 points increase. Our Socioeconomically Disadvantaged Students are also in the Yellow and maintained progress.
3. Our Students with Disabilities are in the red and had a decline of 8.7 points.

School and Student Performance Data

Academic Performance Mathematics

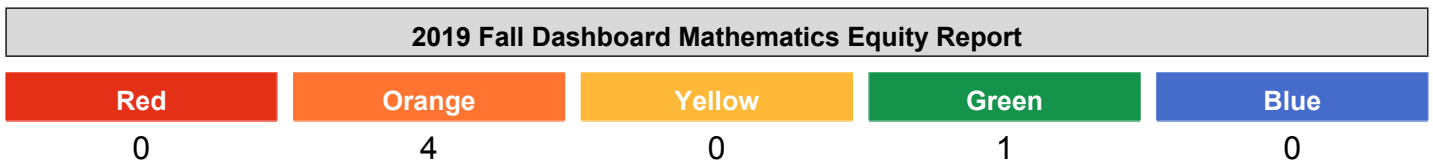
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>11.2 points below standard</p> <p>Increased ++4.5 points</p> <p>382</p>	<p>English Learners</p> <p>Orange</p> <p>38.5 points below standard</p> <p>Declined -6.1 points</p> <p>38</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>41.7 points below standard</p> <p>Maintained ++2.8 points</p> <p>118</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>87.9 points below standard</p> <p>Declined -8.3 points</p> <p>53</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35 points below standard Maintained ++0.4 points 143	 No Performance Color 16.6 points below standard Declined Significantly -28 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 7 points above standard Increased ++9.4 points 199

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.6 points below standard Declined Significantly -19 points 24	62.9 points above standard Increased Significantly ++18.9 points 14	9.7 points below standard Increased ++5.5 points 333

Conclusions based on this data:

- In Math, All Students are in the Green but are 11.2 points below standard but they did increase 4.5 points.
- Our English Learners declined 6.9 points, Socioeconomically Disadvantaged maintained in the orange and Students With Disabilities decreased to the orange.
- Rosedell must be focused and deliberate when delivering instruction to ensure student growth.

School and Student Performance Data

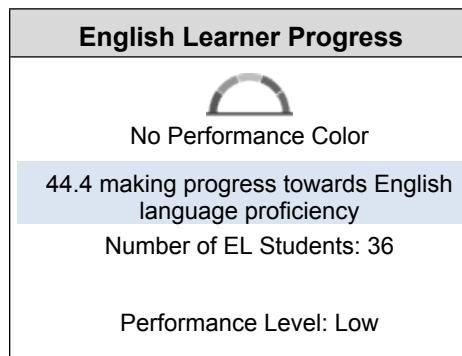
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8	41.6	8.3	36.1

Conclusions based on this data:

1. The majority of our English Learners maintained their language proficiency.
2. An increase of at least one level was celebrated by 36 percent of our EL students.
3. 13.8 percent of our students decreased a level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

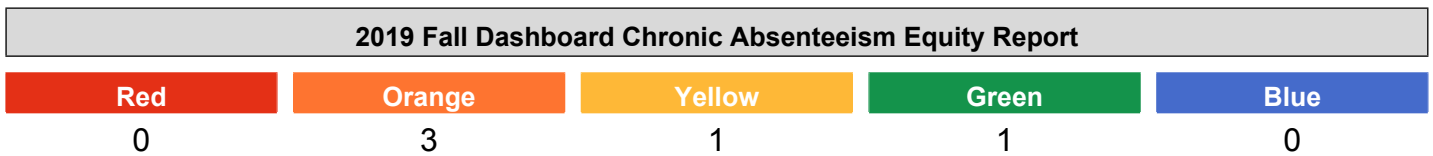
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 6.3 Declined -0.8 730	<p>English Learners</p>  Orange 9.8 Increased +1.2 51	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Yellow 10.1 Declined -1.5 218	<p>Students with Disabilities</p>  Orange 12.6 Increased +0.9 111

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.4 Increased +2.3 296	 No Performance Color 3.1 Declined -4.6 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 5 Declined -2.6 360

Conclusions based on this data:

1. Chronic Absenteeism at Rosedell for All Students is in the Green with 6.3% chronically absent. This was a slight decline of .8%.
2. Our English Learners declined to orange with an increase of absenteeism of 1.2.
3. Both our Socioeconomically Disadvantaged and Students With Disabilities fell in the Orange with 10.1% and 12.6% , respectively, chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

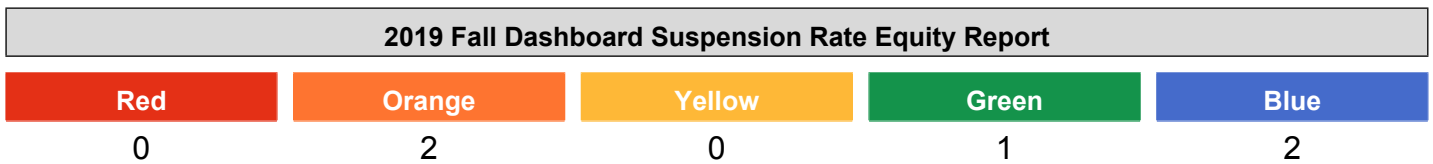
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.5 Maintained +0.2 739	<p>English Learners</p> Blue 0 Maintained 0 53	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not 2	<p>Socioeconomically Disadvantaged</p> Orange 1.4 Increased +0.6 222	<p>Students with Disabilities</p> Orange 1.8 Increased +1 112

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.7 Maintained -0.1 302	 No Performance Color 3.1 Increased +3.1 32	 No Performance Color Less than 11 Students - Data 3	 Blue 0.3 Maintained +0.1 363

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.5

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 increased by .6% moving them into orange.
3. The Suspension Rate for Students With Disabilities is in the Orange.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase student achievement and decrease the achievement gap

Goal Statement

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

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

By the end of the 2021- 2022 school year, students in grades 3-6 will take the Math CAASPP assessment and it will be used as new base line data for 2022 - 2023 school year.

By the end of the 2021- 2022 school year, students in grades 3-6 will take the ELA CAASPP assessment and it will be used as new base line data for 2022 - 2023 school year.

By the end of the 2021- 2022 school year, 5th grade students will take the CAST NGSS Science Standards assessment and it will be used as new base line data for 2022 - 2023 school year.

LCAP Goal

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

Basis for this Goal

The goal is based on historical student achievement data which indicates that Rosedell site goals provide all stakeholders with a focus in order to close the achievement gaps in language arts and math. All curricular areas are addressed in the goals so that the whole child is developed which will prove to be an asset for years to come.

The following data sources are used:

Common Assessments Data - English Language Arts and Math

CAASPP Results

IAB Results

iReady Diagnostic Assessments

ELPAC Results

Physical Fitness Test

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
I-Ready - ELA	At or Above grade level 52% 2 or more grade levels below 15%	At or Above Grade Level 62% 2 or more grade levels below 11%
I-Ready - Math	At or Above grade level 40% 2 or more grade levels below 16%	At or Above Grade Level 50% 2 or more grade levels below 14%
ELPAC Summative	Reclassification rate at 34%	Increase Reclassification rate to 40%

Metric/Indicator	Baseline	Expected Outcome
CAASPP - ELA	2021 - 2022 will serve as Baseline data	baseline scores
CAASPP - Math	2021 - 2022 will serve as Baseline data	Baseline Scores
CAST NGSS Science Standards Assessment	2021 - 2022 will serve as Baseline data	Baseline Scores

Planned Strategies/Activities

Strategy/Activity 1

Math and Language Arts:

To increase our student achievement and decrease the achievement gap, teachers will engage in PLC groups to calibrate instructional practices, build common assessments, analyze data, and work on continuous improvement of instruction within their grade level teams. Collaborative Instructional Planning (CIP) and Staff Meetings will be provided to support grade level teams in their pursuit of building Professional Learning Communities. Teachers will plan and implement ELA lessons that align with California State Standards (CSS) utilizing the McGraw-Hill Wonders Program in Grades TK - 5 and the Study Sync Program in Grade 6. Teachers in Grades 3 - 6 will utilize ELA IAB's iReady Standards Mastery and iReady Diagnostic to monitor student learning and progress.

The use of I-ready and small group instruction (RTI) used to help struggling students decrease the student achievement gap. To meet the diverse needs of students not meeting grade level standards, administrators will purchase researched based intervention literacy programs, such as Read Live and SIPPS. Utilizing instructional assistants, additional support will be provided to teachers in order to implement effective Reading Intervention across all grade levels. Specific RTI time blocks will be provided to allow for differentiated instruction and ensure all students are afforded intervention targeted to their learning needs.

In the Kindergarten and Transitional Kindergarten classes, site administrators will provide Instructional Assistants. Special Education staff, in collaboration with General Education staff, will provide differentiated instruction based on individual student needs and for students with an IEP. Teachers will provide differentiated instruction to designated GATE students and increase the depth and complexity of instruction.

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

In 1st through 6th grade the Intervention TOSA along with Intervention Instructional Assistants will implement data driven intense intervention cycles to target specific student needs in ELA and Math.

Students to be Served by this Strategy/Activity

All Students

Timeline

Three times throughout the year teachers will administer the iReady Diagnostic in order to monitor overall progress toward state standards. Following a 4 - 6 week learning cycle, grade levels will administer pre and post common formative assessments monitor student progress on specific state standards taught within that time period. Administration will provide CIP and Staff meeting time so the collaborative grade level teams have time to follow this PLC learning cycle model.

Person(s) Responsible

Teachers, Site Administrators, Instructional Assistants

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	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Intervention Materials & Resources
Source	None Specified
Budget Reference	None Specified
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.

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	6000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Math Intervention (outside of the school day)
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math Intervention

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. 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.

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 of the day enrolled.

Person(s) Responsible

Site Administrators, Teachers, ELD Coaches, Instructional Assistant

Proposed Expenditures for this Strategy/Activity

Amount	5500
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. 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. Our TOSA will provide lessons to teachers on a weekly basis to help support our PE goals.

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 2021.

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

Science:

Teachers will provide science instruction using the district provided Stem Scopes curriculum that aligns with California State Standards for each specific grade level. Grade level teams will collaborate to plan science instruction based on the 5 E Model, analyze student performance on science assessments, and further develop instructional plans. Site Administrators will purchase supplemental NGSS materials and technology to support student learning and achievement in Science. Fifth grade students will be formally assessed each Spring on the CAST with baseline scores available this school year.

The District provided Science Teacher on Special Assignment will provide professional development for NGSS and assist teachers.

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

Budget Reference	None Specified
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Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement and Wellness

Goal Statement

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

Increase student attendance to 96% and decrease chronic absenteeism from 15.15% to 9%.

LCAP Goal

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

Basis for this Goal

Increase student attendance
Decrease truancy rate and chronic absenteeism
Increase students' sense of safety and school connectedness
Maintain or decrease Suspension Rate
Improve Home/School Communication

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Data	Student Attendance is currently at a rate of 94.09%. chronic Absenteeism is at 15.15%.	Increase Student Attendance to 96% Decrease Chronic Absenteeism by 6%.
Suspension Rate	Suspension Rate is at .4%	Maintain or decrease Suspension Rate

Planned Strategies/Activities

Strategy/Activity 1

In accordance with and following all COVID protocols for 2021-2022, virtual Family Engagement evenings will be held to build positive relationships between all families and the school community.

Students to be Served by this Strategy/Activity

admin, teachers, school counselor, families

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	None Specified
Description	Family Engagement Evenings (Supplies and materials)
Source	District Funded
Budget Reference	None Specified
Amount	500
Source	None Specified
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation at meetings and evening events

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. PBIS strategies will be used to encourage positive daily attendance (incentives for increased attendance and decreased tardies). Offer students with high needs a opportunity to attend school in our small cohorts. Attendance incentives will be used to positively reinforce positive attendance.

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

Amount	2000
Source	Site Based Gifts and Donations
Budget Reference	None Specified
Description	Awards, school memorabilia, incentive prizes

Strategy/Activity 3

School Climate:

In order to develop strong citizenship, staff will implement the school-wide PBIS program, Acts of Kindness program and "Student of the Month" recognition.

Students will participate in monthly Spirit Assemblies to promote school connectedness and school pride. Staff will participate in Positive Behavior Intervention and Supports (PBIS) Trainings. Rosedell's PBIS Team will plan and implement an effective school wide PBIS Program including student PRIDE tickets, Class PRIDE Tickets, and other incentives to promote excellent character, citizenship skills, and expected behaviors. Incentives such as raffle ticket prizes, treasure box, prizes, and supplies for privileges will be purchased throughout the year. Staff will incorporate use of the progressive discipline model, teaching expected behaviors, utilizing PBIS videos and school and classroom matrices. As part of our PBIS implementation, staff will utilize the SWIS data system to develop behavioral interventions as appropriate. Our school psychologist and/or counselors will assist and intervene as needed, providing counseling and social skills groups, as well as Lunch Bunch to help students connect and gain appropriate social skills.

Selected upper grade students, will participate in the Circle of Friends Program with weekly engaging activities developed by their advisors. Materials, supplies, and t-shirts will be purchased as needed. Rosedell staff will encourage inclusion opportunities and educate students through Inclusion Week Activities. Our Sensory Walk will be utilized to support students needing extra movement.

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

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

In order to assure student safety and a positive school climate, administrators will work with Campus Supervisors and collaborate with regular meetings. Office staff and site administrators will work closely with custodial staff to ensure all safety needs are met and the campus is clean and secure.

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	None Specified
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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Academic Needs

Goal Statement

At least 30% of our EL population will be RFEP or eligible to RFEP by the end of the 2022 - 2023 school year.

LCAP Goal

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

Basis for this Goal

Students entering the EL program should be making consistent gains annually in their language acquisitions. As they make gains in their language, they are able to better access the curriculum positively impacting their academic growth. It is important that students make the necessary gains within in 2 to 3 years to prevent regression and plateauing in their progress.

In the 2019 - 2020 school year, we had 39 EL students and 3 RFEP students.

In the 2020 - 2021 school year, we had 31 EL students and there were 0 RFEP students.

In the 2021 - 2022 school year, we have 35 EL students and so far we have RFEP 6 students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Summative	7 of the 36 EL students are Long Term English Language learners. 10 of the 36 EL students have been in the EL program for 2 or more years and are testing at the Beginning to develop (Level 1) and Somewhat/Moderate (Level 2).	By June 2022, at least 50% of EL students will grow by one or more proficiency level on the ELPAC summative exam.

Planned Strategies/Activities

Strategy/Activity 1

EL student groups have been placed in classes according to proficiency levels and EL instructional assistant to provide additional support to students under supervision of teacher.

Students to be Served by this Strategy/Activity

EL Students

Timeline

2020/21 School Year

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 2

Additional time for PLC work for staff to dive into language needs of ELs.

Students to be Served by this Strategy/Activity

EL Students

Timeline

2020/21 School Year

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Amount

1000

Source

None Specified

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Extra duty for teachers to work with the ELD coach to come up with strategies, training, and planning to support ELs.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

EL Students

Timeline

2020/21 School Year

Person(s) Responsible

Administration, Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Amount

500

Source

None Specified

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Extra duty for teachers to work with the ELD coach to come up with strategies, training, and planning to support LTELs.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Equity and Diversity

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Everyone should feel safe, included, and represented at Rosedell.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
End of Year Climate Survey (staff, families, and students) question 12	61.91%	70%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

TK - 6

Timeline

2021 - 2022 school year

Person(s) Responsible

Admin, certificated, and classified staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental

Budget Reference	None Specified
Description	Extra duty pay for planning

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

TK - 6

Timeline

2021- 2022

Person(s) Responsible

Admin, certificated, and classified staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for planning

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By the end of 2021-2022 school year, using ELA i-Ready diagnostic 3, students in K-6 will score at or above grade level will increase by 13% from 37% on diagnostic 1 to 50% and students in K-6 scoring two or more grade levels below will decrease from 23% to 17%.

By the end of 2021-2022 school year, using Math i-Ready diagnostic 3, students in K-6 will score at or above grade level will increase by 14% from 21% on diagnostic 1 to 35% and students in K-6 scoring two or more grade levels below will decrease from 26% to 21%.

By the end of the 2021- 2022 school year, students in grades 3-6 will take the Math CAASPP assessment and it will be used as new base line data.

By the end of the 2021- 2022 school year, students in grades 3-6 will take the ELA CAASPP assessment and it will be used as new base line data.

By the end of the 2021- 2022 school year, 5th grade students will take the CAST NGSS Science Standards assessment and it will be used as new base line data.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
I-Ready - ELA	At or Above Grade Level 50% 2 or more grade levels below 17%	We have not yet taken the 3rd I-Ready diagnostic, but using the 2nd diagnostic 52% of our students scored at or above grade level and 2 or more grade level below fell to 15%. We met this goal and will hopefully even demonstrate greater growth on the 3rd I-Ready diagnostic.
I-Ready - Math	At or Above Grade Level 35% 2 or more grade levels below 21%	We have not yet taken the 3rd I-Ready diagnostic, but using the 2nd diagnostic 40% of our students scored at or above grade level and 2 or more grade level below fell to 16%. We met this goal and will hopefully even demonstrate greater growth on the 3rd I-Ready diagnostic.
ELPAC Summative	Increase Reclassification rate to 20%	This year we were able to RFEP 16 students bringing our reclassification rate to 34%.
CAST NGSS Science Standards Assessment	Baseline Scores	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math and Language Arts: To increase our student achievement and		Instructional Assistants for RTI 2000-2999: Classified Personnel	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>decrease the achievement gap, teachers will engage in PLC groups to calibrate instructional practices, build common assessments, analyze data, and work on continuous improvement of instruction within their grade level teams. Collaborative Instructional Planning (CIP) and Staff Meetings will be provided to support grade level teams in their pursuit of building Professional Learning Communities. Teachers will plan and implement ELA lessons that align with California State Standards (CSS) utilizing the McGraw-Hill Wonders Program in Grades TK - 5 and the Study Sync Program in Grade 6. Teachers in Grades 3 - 6 will utilize ELA IAB's iReady Standards Mastery and iReady Diagnostic to monitor student learning and progress.</p> <p>The use of I-ready and small group instruction (RTI) used to help struggling students decrease the student achievement gap. To meet the diverse needs of students not meeting grade level standards, administrators will purchase researched based intervention literacy programs, such as Read Live and SIPPS. Utilizing instructional assistants, additional support will be provided to teachers in order to implement effective Reading Intervention across all</p>		<p>Salaries LCFF - Supplemental 12,700</p> <p>Intervention Materials & Resources 4000-4999: Books And Supplies LCFF - Supplemental 500</p> <p>None Specified None Specified</p> <p>TK and Kindergarten Instructional Assistants 2000-2999: Classified Personnel Salaries District Funded 8000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>In the Kindergarten and Transitional Kindergarten classes, site administrators will provide Instructional Assistants. Special Education staff, in collaboration with General Education staff, will provide differentiated instruction based on individual student needs and for students with an IEP. Teachers will provide differentiated instruction to designated GATE students and increase the depth and complexity of instruction.</p> <p>Student Study Team will meet on a consistent bases in order to monitor the progress of students approaching Tier 3 RTI needs.</p> <p>In 1st through 6th grade the Intervention TOSA along with Intervention Instructional Assistants will implement data driven intense intervention cycles to target specific student needs in ELA and Math.</p>			
<p>Math:</p> <p>To increase student achievement in Math, teachers will analyze assessment data and</p>		<p>Instructional assistant to support Math Intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1200</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <p>In Transitional Kindergarten and Kindergarten, instructional assistants will be provided for classroom support through District funds. In</p>		<p>Math Intervention (outside of the school day) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6000</p> <p>Math Intervention 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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).</p>			
<p>English Language Development:</p> <p>Teachers will provide Systematic ELD for all English Learners at least 30 minutes per day. Our EL Achieve Program will be utilized. ELD Coaches and an ELD Instructional Assistant will provide additional ELD support for our teachers. Site administrators will provide release time for teachers to administer ELPAC testing.</p>		<p>ELD Assistant 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5500</p> <p>ELD Coaches Training and Professional Development 1000-1999: Certificated Personnel Salaries District Funded</p> <p>ELPAC Assessment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 800</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Physical Education:</p> <p>Teachers will provide all students with the mandated 200 minutes of Physical Education every 10 school days. 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. Our TOSA will provide lessons to teachers on a weekly basis to help support our PE goals.</p>		<p>Additional site specific PE equipment 4000-4999: Books And Supplies Per Pupil 600</p> <p>None Specified District Funded</p> <p>P.E. TOSA 1000-1999: Certificated Personnel Salaries District Funded</p>	
<p>Science:</p> <p>Teachers will provide science instruction using the district provided Stem Scopes curriculum that aligns with California State Standards for each specific grade level. Grade level teams will collaborate to plan science instruction based on the 5 E Model, analyze student performance on science assessments, and further develop instructional plans. Site Administrators will purchase supplemental NGSS materials and</p>		None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>technology to support student learning and achievement in Science. Fifth grade students will be formally assessed each Spring on the CAST with baseline scores available this school year.</p> <p>The District provided Science Teacher on Special Assignment will provide professional development for NGSS and assist teachers.</p>			

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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

Decrease chronic absenteeism from 7.1% to 5.5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Data	Increase Student Attendance to 95% Decrease Chronic Absenteeism by an additional 1.6%.	Due to coming out of the pandemic, our attendance has been negatively impacted. We are ending the year with our attendance at 94.09%. We will look to add additional supports in place from the beginning of the next school year to bolster our attendance for the coming year. Our chronic absenteeism grew to 15.15%. This is a huge concern to us, and our goal for the coming year will focus specifically on our chronically absent students.
Suspension Rate	Maintain or decrease Suspension Rate	
PBIS Student Survey		

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In accordance with and following all COVID protocols for 2021-2022, virtual Family Engagement evenings will be held to build positive relationships between all families and the school community.		Family Engagement Evenings (Supplies and materials) None Specified Site Based Gifts and Donations 700	
		None Specified District Funded	
		Translation at meetings and evening events 2000-2999: Classified Personnel Salaries None Specified 500	
Pupil Engagement/Attendance:		Awards, school memorabilia, incentive	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers and administrators will encourage daily student attendance and arriving to school on time. Site administrators will provide parent information on the importance of school attendance. Parents will be notified of attendance concerns, and attend SART and DART Meetings with contracts developed to help students to arrive at school on time, and increase their daily attendance. PBIS strategies will be used to encourage positive daily attendance (incentives for increased attendance and decreased tardies). Offer students with high needs a opportunity to attend school in our small cohorts.</p>		<p>prizes None Specified Site Based Gifts and Donations 500</p>	
<p>School Climate: In order to develop strong citizenship, staff will implement the school-wide PBIS program, Acts of Kindness program and "Student of the Month" recognition. Students will participate in monthly Spirit Assemblies to promote school connectedness and school pride. Staff will participate in Positive Behavior Intervention and Supports (PBIS) Trainings. Rosedell's PBIS Team will plan and implement an effective school wide PBIS Program including student PRIDE tickets, Class PRIDE Tickets, and other incentives to promote</p>		<p>PBIS Incentives and supplies None Specified Site Based Gifts and Donations 500</p>	
		<p>PBIS Meetings with Campus Supervisors 2000-2999: Classified Personnel Salaries District Funded</p>	
		<p>PBIS Trainings for site team 1000-1999: Certificated Personnel Salaries District Funded</p>	
		<p>Circle of Friends materials and supplies 4000-4999: Books And Supplies Donations 500</p>	

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

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 Broadcast, announcements, and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>engaging activities that promote school spirit, and encourage these students to take a leadership role at school.</p> <p>A weekly Video Broadcast will be filmed and sent to teachers, including Student Leadership participants, PBIS reminders and incentives and reminders about school wide activities.</p> <p>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.</p>			

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

At least 50% of EL students will grow by one proficiency level on the ELPAC Summative exam.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative	By June 2022, at least 50% of EL students will grow by one or more proficiency level on the ELPAC summative exam.	We have not yet received our ELPAC scores so we are still waiting to report on the outcomes.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL student groups have been placed in classes according to proficiency levels and EL instructional assistant to provide additional support to students under supervision of teacher.		None Specified None Specified	
Additional time for PLC work for staff to dive into language needs of ELs.		Extra duty for teachers to work with the ELD coach to come up with strategies, training, and planning to support ELs. 1000-1999: Certificated Personnel Salaries None Specified 1000	
Meet with LTELs monthly to review SMART goals and progress toward skills needed to reclassify.		Extra duty for teachers to work with the ELD coach to come up with strategies, training, and planning to support LTELs. 1000-1999: Certificated Personnel Salaries None Specified 500	

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of Year Climate Survey (staff, families, and students) question 12	75%	Averaging the results of staff, parents, and students we came out at 61.91%. We didn't meet our goal, but will continue this goal to the next year and seek to find ways to make sure our community is seeing their cultures represented in our school.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Take time during PLC learning cycles to integrate cultural observances and celebrations.			
Promote the way cultural observances and celebrations are being honored at school.		Extra duty pay for planning 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 9

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 9

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 10

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 10

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 11

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 11

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 12

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 12

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	43,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	19,770	-8,930.00
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	28,700.00
None Specified	2,000.00
Per Pupil	600.00
Site Based Gifts and Donations	3,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,800.00
2000-2999: Classified Personnel Salaries	27,900.00
4000-4999: Books And Supplies	2,100.00
None Specified	4,200.00

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	7,300.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
None Specified	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	None Specified	1,500.00
2000-2999: Classified Personnel Salaries	None Specified	500.00
4000-4999: Books And Supplies	Per Pupil	600.00
None Specified	Site Based Gifts and Donations	3,200.00

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
- 4 Parent or Community Members

Name of Members	Role
Elizabeth Balena and Robin Deschamps	Principal
Susan Whitebook	Classroom Teacher
Gretchen Pressman	Classroom Teacher
Glen Kubasak	Classroom Teacher
Sue Haynes	Other School Staff
Nick Charrow	Parent or Community Member
Rachel Villanueva	Parent or Community Member
Belen Villanueva	Other School Staff
Lina Leyva	Parent or Community Member
John Estrada	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	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 October 14, 2021.

Attested:

	Principal, Elizabeth Balena on 5/26/22
	SSC Chairperson, Susan Whitebook on 5/26/22

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