

School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------|-----------------------------------|--|---------------------------|
| Rosedell Elementary School | 19649986022693 | May 29, 2025 | June 24, 2025 |

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Rosedell works closely with all educational partners to review and update our Single Plan for Student Achievement. During Site Council Meetings (September 7, 2023; October 19, 2023; November 9, 2023; December 7, 2023; January 11, 2024; February 8, 2024; March 11, 2024; April 18, 2024; May 16, 2024) English Language Advisory Committee Meetings (Sept. 21, 2023; December 14, 2023; March 21, 2024, May 23, 2024), and PTA Meetings (August 22, 2023; September 26, 2023; October 24, 2023; Nov. 28, 2023; Jan 23, 2024; Feb. 27, 2024; Mar 26, 2024; April 12, 2024; May 28, 2024), parents are given the opportunity to share opinions and discuss the presented school goals. At Staff Meetings, teachers collaborate and give input as we work on our Site Plan goals. Teacher input is shared on effective actions in working toward our Site Goals. Teacher Leadership Team and PBIS school teams meet bi-monthly to discuss how to support our students and make gains on our SPSA goals. With our student leadership we discuss the needs of our students based on the connectedness survey results.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

None - all areas are in Blue except for Chronic Absenteeism

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

Chronic absenteeism - socioeconomically disadvantaged (ORANGE) & students with disabilities (YELLOW)
ELA - socioeconomically disadvantaged (ORANGE) & students with disabilities (RED)
Math - socioeconomically disadvantaged (YELLOW) & students with disabilities (YELLOW)

Other Needs

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

I-Ready Data
Local indicators - connectedness survey

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 0.45% | 0.47% | 0.30% | 3 | 3 | 2 |
| African American | 1.81% | 1.88% | 1.36% | 12 | 12 | 9 |
| Asian | 2.87% | 2.82% | 2.87% | 19 | 18 | 19 |
| Filipino | 2.11% | 3.29% | 3.32% | 14 | 21 | 22 |
| Hispanic/Latino | 44.34% | 45.61% | 43.35% | 294 | 291 | 287 |
| Pacific Islander | 0.45% | 0.31% | % | 3 | 2 | |
| White | 41.78% | 37.93% | 41.39% | 277 | 242 | 274 |
| Multiple | 5.43% | 7.05% | 6.95% | 36 | 45 | 46 |
| Total Enrollment | | | | 663 | 638 | 662 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 90 | 100 | 72 |
| Grade 1 | 106 | 74 | 83 |
| Grade 2 | 81 | 103 | 79 |
| Grade3 | 90 | 79 | 109 |
| Grade 4 | 88 | 90 | 83 |
| Grade 5 | 101 | 92 | 93 |
| Grade 6 | 107 | 100 | 98 |
| Total Enrollment | 663 | 638 | 662 |

Conclusions based on this data:

1. Enrollment increased between 22-23 and 23-24.
2. Small decrease in enrollment of Hispanic/Latino students between 22-23 and 23-24.
3. White student population group grew the most between 22-23 and 23-24.

School and Student Performance Data

English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 34 | 27 | 23 | 5.80% | 5.1% | 3.5% |
| Fluent English Proficient (FEP) | 46 | 43 | 51 | 4.30% | 6.9% | 7.7% |
| Reclassified Fluent English Proficient (RFEP) | 18 | 16 | 16 | 2.7% | 2.5% | 2.4% |

Conclusions based on this data:

1. The percentage of English Learners declined between 22-23 and 23-24.
2. The percentage of Fluent English Proficient increased slightly between 22-23 and 23-24.
3. Percentage of students has continued to decline over the past 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 91 | 79 | 108 | 91 | 79 | 108 | 91 | 79 | 108 | 100.0 | 100.0 | 100 |
| Grade 4 | 94 | 89 | 82 | 92 | 89 | 82 | 92 | 89 | 82 | 97.9 | 100.0 | 100 |
| Grade 5 | 94 | 92 | 94 | 92 | 92 | 94 | 92 | 92 | 94 | 97.9 | 100.0 | 100 |
| Grade 6 | 103 | 99 | 98 | 102 | 98 | 98 | 102 | 98 | 98 | 99.0 | 99.0 | 100 |
| All Grades | 382 | 359 | 382 | 377 | 358 | 382 | 377 | 358 | 382 | 98.7 | 99.7 | 100 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2450. | 2441. | 2461. | 39.56 | 25.32 | 36.11 | 26.37 | 34.18 | 34.26 | 13.19 | 18.99 | 16.67 | 20.88 | 21.52 | 12.96 |
| Grade 4 | 2476. | 2499. | 2478. | 29.35 | 47.19 | 31.71 | 26.09 | 21.35 | 17.07 | 23.91 | 7.87 | 26.83 | 20.65 | 23.60 | 24.39 |
| Grade 5 | 2499. | 2485. | 2537. | 23.91 | 16.30 | 38.30 | 26.09 | 39.13 | 31.91 | 26.09 | 11.96 | 13.83 | 23.91 | 32.61 | 15.96 |
| Grade 6 | 2529. | 2518. | 2554. | 22.55 | 19.39 | 24.49 | 28.43 | 27.55 | 37.76 | 22.55 | 28.57 | 22.45 | 26.47 | 24.49 | 15.31 |
| All Grades | N/A | N/A | N/A | 28.65 | 26.82 | 32.72 | 26.79 | 30.45 | 30.89 | 21.49 | 17.04 | 19.63 | 23.08 | 25.70 | 16.75 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 32.97 | 26.58 | 26.85 | 54.95 | 62.03 | 67.59 | 12.09 | 11.39 | 5.56 |
| Grade 4 | 25.00 | 37.08 | 29.27 | 65.22 | 49.44 | 58.54 | 9.78 | 13.48 | 12.20 |
| Grade 5 | 19.57 | 18.48 | 30.85 | 68.48 | 61.96 | 60.64 | 11.96 | 19.57 | 8.51 |
| Grade 6 | 25.49 | 19.39 | 27.55 | 49.02 | 59.18 | 54.08 | 25.49 | 21.43 | 18.37 |
| All Grades | 25.73 | 25.14 | 28.53 | 59.15 | 58.10 | 60.47 | 15.12 | 16.76 | 10.99 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 29.67 | 13.92 | 22.22 | 41.76 | 60.76 | 62.96 | 28.57 | 25.32 | 14.81 |
| Grade 4 | 11.96 | 29.21 | 14.63 | 66.30 | 46.07 | 52.44 | 21.74 | 24.72 | 32.93 |
| Grade 5 | 15.22 | 10.87 | 32.98 | 57.61 | 61.96 | 54.26 | 27.17 | 27.17 | 12.77 |
| Grade 6 | 13.73 | 8.16 | 24.49 | 50.98 | 58.16 | 55.10 | 35.29 | 33.67 | 20.41 |
| All Grades | 17.51 | 15.36 | 23.82 | 54.11 | 56.70 | 56.54 | 28.38 | 27.93 | 19.63 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 18.68 | 15.19 | 12.96 | 67.03 | 74.68 | 77.78 | 14.29 | 10.13 | 9.26 |
| Grade 4 | 17.39 | 19.10 | 15.85 | 66.30 | 67.42 | 70.73 | 16.30 | 13.48 | 13.41 |
| Grade 5 | 7.61 | 10.87 | 18.09 | 79.35 | 73.91 | 71.28 | 13.04 | 15.22 | 10.64 |
| Grade 6 | 18.63 | 19.39 | 17.35 | 76.47 | 70.41 | 74.49 | 4.90 | 10.20 | 8.16 |
| All Grades | 15.65 | 16.20 | 15.97 | 72.41 | 71.51 | 73.82 | 11.94 | 12.29 | 10.21 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 23.08 | 15.19 | 26.85 | 60.44 | 69.62 | 62.96 | 16.48 | 15.19 | 10.19 |
| Grade 4 | 17.39 | 20.22 | 23.17 | 68.48 | 61.80 | 65.85 | 14.13 | 17.98 | 10.98 |
| Grade 5 | 21.74 | 15.22 | 28.72 | 54.35 | 60.87 | 56.38 | 23.91 | 23.91 | 14.89 |
| Grade 6 | 16.67 | 20.41 | 26.53 | 73.53 | 59.18 | 64.29 | 9.80 | 20.41 | 9.18 |
| All Grades | 19.63 | 17.88 | 26.44 | 64.46 | 62.57 | 62.30 | 15.92 | 19.55 | 11.26 |

Conclusions based on this data:

1. 5th grade had the greatest growth in students exceeding standards in 23 - 24.
2. 3rd grade had the greatest percentage of students that met or exceeded standards in 23 - 24.

3. 4th grade scored the lowest in writing at 14.63 at or above grade level in 23 - 24.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 91 | 79 | 108 | 91 | 79 | 108 | 91 | 79 | 108 | 100.0 | 100.0 | 100 |
| Grade 4 | 94 | 89 | 82 | 92 | 89 | 82 | 92 | 89 | 82 | 97.9 | 100.0 | 100 |
| Grade 5 | 94 | 92 | 94 | 93 | 92 | 94 | 93 | 92 | 94 | 98.9 | 100.0 | 100 |
| Grade 6 | 103 | 99 | 98 | 102 | 98 | 97 | 102 | 98 | 97 | 99.0 | 99.0 | 99 |
| All Grades | 382 | 359 | 382 | 378 | 358 | 381 | 378 | 358 | 381 | 99.0 | 99.7 | 99.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2462. | 2448. | 2465. | 46.15 | 22.78 | 31.48 | 14.29 | 35.44 | 37.96 | 19.78 | 26.58 | 14.81 | 19.78 | 15.19 | 15.74 |
| Grade 4 | 2496. | 2494. | 2481. | 28.26 | 37.08 | 20.73 | 29.35 | 22.47 | 28.05 | 27.17 | 20.22 | 32.93 | 15.22 | 20.22 | 18.29 |
| Grade 5 | 2478. | 2497. | 2520. | 11.83 | 20.65 | 35.11 | 20.43 | 21.74 | 14.89 | 30.11 | 22.83 | 25.53 | 37.63 | 34.78 | 24.47 |
| Grade 6 | 2515. | 2516. | 2546. | 16.67 | 19.39 | 29.90 | 27.45 | 21.43 | 22.68 | 23.53 | 26.53 | 23.71 | 32.35 | 32.65 | 23.71 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 25.40 | 24.86 | 29.66 | 23.02 | 24.86 | 26.25 | 25.13 | 24.02 | 23.62 | 26.46 | 26.26 | 20.47 |

| Concepts & Procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Applying mathematical concepts and procedures | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 50.55 | 31.65 | 39.81 | 32.97 | 50.63 | 47.22 | 16.48 | 17.72 | 12.96 |
| Grade 4 | 39.13 | 46.07 | 24.39 | 44.57 | 26.97 | 53.66 | 16.30 | 26.97 | 21.95 |
| Grade 5 | 13.98 | 23.91 | 31.91 | 46.24 | 43.48 | 43.62 | 39.78 | 32.61 | 24.47 |
| Grade 6 | 18.63 | 21.43 | 30.93 | 47.06 | 48.98 | 43.30 | 34.31 | 29.59 | 25.77 |
| Grade 11 | | | | | | | | | |
| All Grades | 30.16 | 30.45 | 32.28 | 42.86 | 42.46 | 46.72 | 26.98 | 27.09 | 21.00 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 39.56 | 22.78 | 31.48 | 37.36 | 60.76 | 54.63 | 23.08 | 16.46 | 13.89 |
| Grade 4 | 30.43 | 30.34 | 17.07 | 48.91 | 51.69 | 59.76 | 20.65 | 17.98 | 23.17 |
| Grade 5 | 10.75 | 17.39 | 27.66 | 52.69 | 55.43 | 47.87 | 36.56 | 27.17 | 24.47 |
| Grade 6 | 14.71 | 12.24 | 22.68 | 52.94 | 54.08 | 52.58 | 32.35 | 33.67 | 24.74 |
| All Grades | 23.54 | 20.39 | 25.20 | 48.15 | 55.31 | 53.54 | 28.31 | 24.30 | 21.26 |

| Communicating Reasoning | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 42.86 | 24.05 | 32.41 | 42.86 | 65.82 | 61.11 | 14.29 | 10.13 | 6.48 |
| Grade 4 | 23.91 | 33.71 | 23.17 | 56.52 | 48.31 | 58.54 | 19.57 | 17.98 | 18.29 |
| Grade 5 | 15.05 | 16.30 | 25.53 | 56.99 | 59.78 | 53.19 | 27.96 | 23.91 | 21.28 |
| Grade 6 | 10.78 | 17.35 | 24.74 | 66.67 | 55.10 | 57.73 | 22.55 | 27.55 | 17.53 |
| All Grades | 22.75 | 22.63 | 26.77 | 56.08 | 56.98 | 57.74 | 21.16 | 20.39 | 15.49 |

Conclusions based on this data:

1. 3rd grade overall achievement at or above standard 69.44%.
2. 3rd grade had the lowest percentage of students below standard in mathematical conclusions 6.48%.
3. 6th grade made the most growth from 10.78 in 21 - 22 to 17.35 in 22 - 23 in communicating reasoning.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | 8 |
| 1 | * | * | | * | * | | * | * | | 5 | * | |
| 2 | * | * | * | * | * | * | * | * | * | * | 4 | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | 4 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | 4 |
| 5 | * | * | * | * | * | * | * | * | * | 7 | * | * |
| 6 | * | * | * | * | * | * | * | * | * | 8 | 7 | 4 |
| All Grades | | | | | | | | | | 29 | 23 | 24 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 24.14 | 34.78 | 20.83 | 41.38 | 21.74 | 29.17 | 10.34 | 21.74 | 29.17 | 24.14 | 21.74 | 20.83 | 29 | 23 | 24 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 44.83 | 43.48 | 29.17 | 24.14 | 26.09 | 29.17 | 10.34 | 13.04 | 33.33 | 20.69 | 17.39 | 8.33 | 29 | 23 | 24 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | | * | * | | * | * | | * | * | | * | * | | * | * |
| 2 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 4 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 5 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 13.79 | 17.39 | 25.00 | 27.59 | 30.43 | 16.67 | 34.48 | 26.09 | 37.50 | 24.14 | 26.09 | 20.83 | 29 | 23 | 24 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 27.59 | 39.13 | 45.83 | 55.17 | 43.48 | 45.83 | 17.24 | 17.39 | 8.33 | 29 | 23 | 24 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 44.83 | 43.48 | 29.17 | 34.48 | 34.78 | 50.00 | 20.69 | 21.74 | 20.83 | 29 | 23 | 24 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 20.69 | 21.74 | 8.33 | 41.38 | 43.48 | 62.50 | 37.93 | 34.78 | 29.17 | 29 | 23 | 24 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 20.69 | 8.70 | 37.50 | 62.07 | 73.91 | 50.00 | 17.24 | 17.39 | 12.50 | 29 | 23 | 24 |

Conclusions based on this data:

1. There is not a statistically significant amount of EL students in our school to analyze student data.

School and Student Performance Data

Student Population

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

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

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

| 2023-24 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 662 | 46.8% | 3.5% | 0.0% |
| Total Number of Students enrolled in Rosedell Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 23 | 3.5% |
| Foster Youth | 0 | 0.0% |
| Homeless | 5 | 0.8% |
| Socioeconomically Disadvantaged | 310 | 46.8% |
| Students with Disabilities | 122 | 18.4% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 1.4% |
| American Indian | 2 | 0.3% |
| Asian | 19 | 2.9% |
| Filipino | 22 | 3.3% |
| Hispanic | 287 | 43.4% |
| Two or More Races | 46 | 6.9% |
| Pacific Islander | 0 | 0.0% |
| White | 274 | 41.4% |

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged students have increased to 46.8%.

2. Our English Learners have decreased to 3.5%.

3. Hispanic student group is the largest at 43.4%.

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|--|
| English Language Arts  Blue | Chronic Absenteeism  Green | Suspension Rate  Blue |
| Mathematics  Blue | | |
| English Learner Progress  No Performance Color | | |

Conclusions based on this data:

1. English Language Arts and Math performance are high.
2. Suspension rate is low.
3. Our percent of English Learners does not make up a sub group to collect data.

School and Student Performance Data

Academic Performance English Language Arts

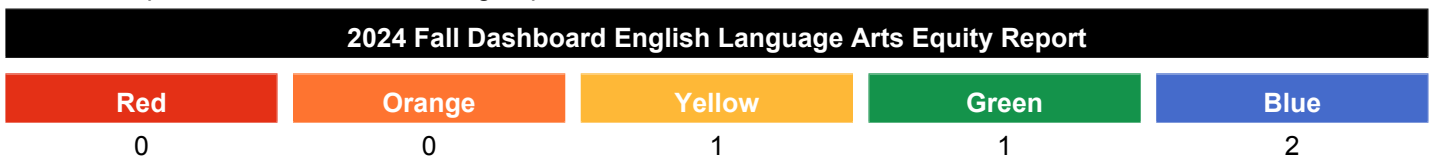
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> <p>Blue</p> <p>26.6 points above standard</p> <p>Increased 22.7 points</p> <p>373 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>25.5 points below standard</p> <p>Increased 9.8 points</p> <p>26 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.1 points above standard</p> <p>Increased 18.8 points</p> <p>167 Students</p> |

| | | |
|---|---|---|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>56.5 points below standard</p> <p>Increased 20.4 points</p> <p>81 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>122.9 points above standard</p> <p>Increased 63.2 points</p> <p>11 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p> | <p>Hispanic</p>  <p>Blue</p> <p>17.6 points above standard</p> <p>Increased 23.2 points</p> <p>167 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>39.7 points above standard</p> <p>Increased 14.1 points</p> <p>23 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Blue</p> <p>28.5 points above standard</p> <p>Increased 23.6 points</p> <p>154 Students</p> |

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

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|--|
| <p>Less than 11 Students</p> <p>10 Students</p> | <p>32.6 points above standard</p> <p>Declined 15.8 points</p> <p>16 Students</p> | <p>29.2 points above standard</p> <p>Increased 26.1 points</p> <p>323 Students</p> |

Conclusions based on this data:

1. Student with disabilities are 56.5 points below standard but increased by 20.4 points.
2. Socioeconomically disadvantaged students scored 4.1 points above standard.
3. All students scored 26.6 points above standard and increased by 22.7 points.

School and Student Performance Data

Academic Performance Mathematics

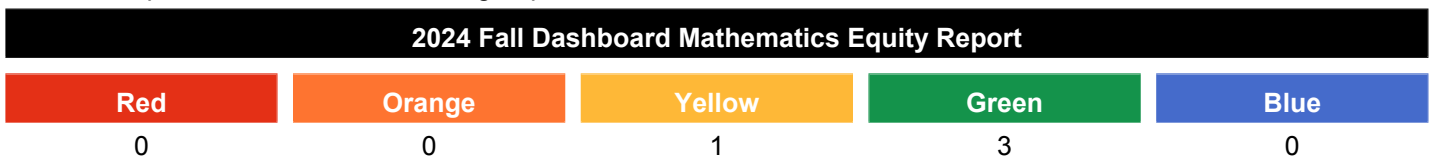
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p> <p>Blue</p> <p>6.4 points above standard</p> <p>Increased 15.8 points</p> <p>373 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>32.4 points below standard</p> <p>Increased 28.2 points</p> <p>27 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>21.5 points below standard</p> <p>Increased 12.3 points</p> <p>167 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>64.0 points below standard</p> <p>Increased 15.5 points</p> <p>81 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>108.2 points above standard</p> <p>Increased 44.2 points</p> <p>11 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>9.4 points below standard</p> <p>Increased 17.7 points</p> <p>167 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>25.9 points above standard</p> <p>Increased 9.2 points</p> <p>23 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Green</p> <p>12.8 points above standard</p> <p>Increased 12.1 points</p> <p>154 Students</p> |

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| <p>Less than 11 Students</p> <p>10 Students</p> | <p>13.1 points above standard</p> <p>Maintained 2.5 points</p> <p>17 Students</p> | <p>7.8 points above standard</p> <p>Increased 15.4 points</p> <p>322 Students</p> |

Conclusions based on this data:

1. In Math overall students 6.4 point above standard.
2. Socioeconomically disadvantaged students scored 21.5 below standard and increased 12.3 points.
3. Students with Disabilities scored 64 points below standard and increased by 15.5 points.

School and Student Performance Data

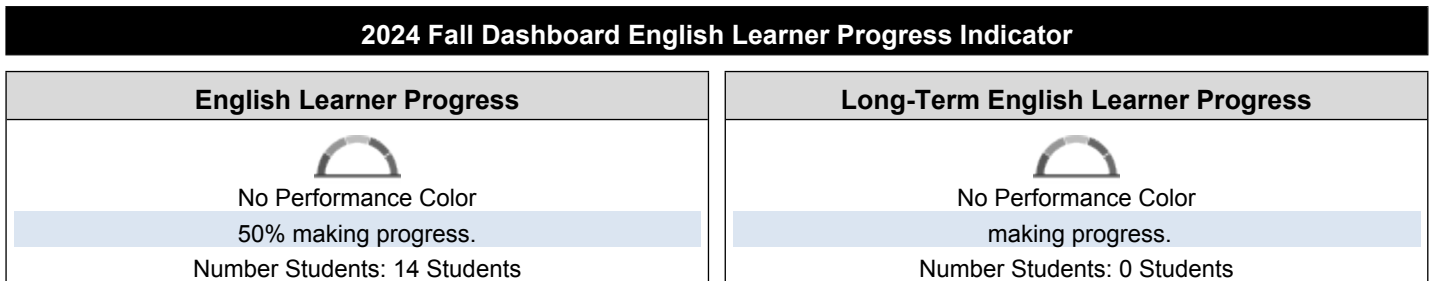
Academic Performance English Learner Progress

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



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

| 2024 Fall Dashboard Student English Language Acquisition Results | | | |
|--|---|--------------------------------|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 28.6% | 21.4% | 0% | 50% |

Conclusions based on this data:

1. 28.6% of our English Learners decreased one ELPI Level.
2. 7 of 14 English Learners progressed at least one ELPI level.

School and Student Performance Data

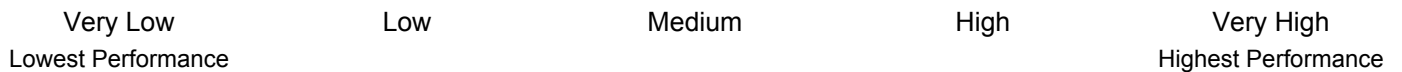
Academic Performance College/Career Report

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

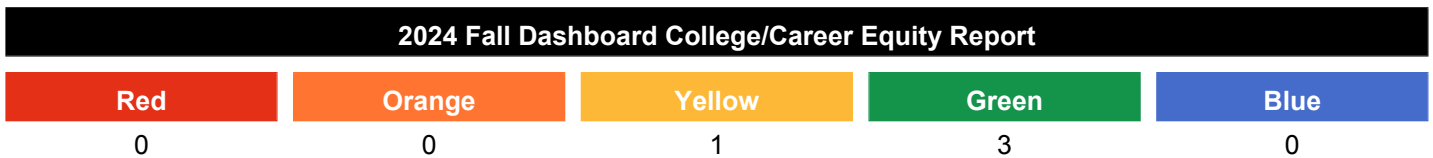
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Green 8.8% Chronically Absent Declined 8.3 683 Students | <p>English Learners</p>  No Performance Color 19.2% Chronically Absent Increased 2 26 Students | <p>Long-Term English Learners</p>  No Performance Color 0 Students |
| <p>Foster Youth</p>  No Performance Color 0 Students | <p>Homeless</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students | <p>Socioeconomically Disadvantaged</p>  Yellow 11.7% Chronically Absent Declined 11.6 332 Students |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>10.7% Chronically Absent</p> <p>Declined 6.8</p> <p>150 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>5.3% Chronically Absent</p> <p>Maintained 0.3</p> <p>19 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>4.3% Chronically Absent</p> <p>Declined 13</p> <p>23 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>11.4% Chronically Absent</p> <p>Declined 9.9</p> <p>298 Students</p> |
| <p>Two or More Races</p>  <p>Blue</p> <p>2% Chronically Absent</p> <p>Declined 8.2</p> <p>50 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Green</p> <p>7.1% Chronically Absent</p> <p>Declined 6.3</p> <p>282 Students</p> |

Conclusions based on this data:

1. Chronic Absenteeism at Rosedell declined by 8.3%.
2. Chronic absenteeism for Socioeconomically Disadvantaged students is at 11.7% and declined 11.6%.
3. Chronic absenteeism for Students with Disabilities is at 10.7% and declined 6.8%.

School and Student Performance Data

Conditions & Climate Suspension Rate

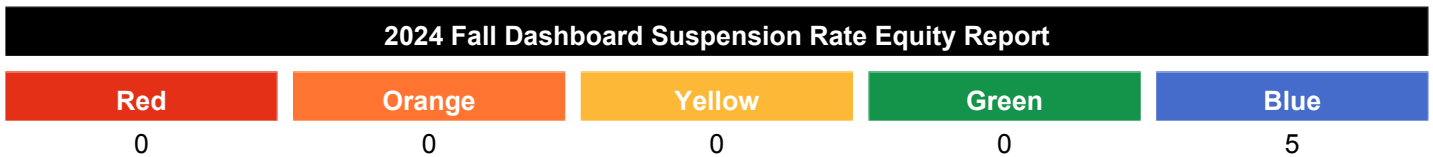
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.6%</p> <p>688 Students</p> | <p>English Learners</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>26 Students</p> | <p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.1%</p> <p>335 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.5%</p> <p>153 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>25 Students</p> | <p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.7%</p> <p>299 Students</p> |
| <p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>51 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.8%</p> <p>283 Students</p> |

Conclusions based on this data:

1. The Suspension Rate for All Students is low.
2. The Suspension Rate for Students with Disabilities is blue and decreased by 1.5%.
3. The Suspension Rate for socioeconomically disadvantaged is blue and decreased by 1.1%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Achievement Gap

This Goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1 - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Identified Need

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

Increase ELA achievement for students with disabilities and socioeconomically disadvantaged - Dashboard data still indicates that our SWD (red) and SED (orange) students are performing significantly behind all students on their ELA CAASPP assessment.

Increase Math achievement for students with disabilities and socioeconomically disadvantaged - Dashboard data still indicates that our SWD (yellow) and SED (yellow) students are performing significantly behind all students on their Math CAASPP assessment.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------|--|--|
| I-Ready - ELA | 2024 - 2025 All: 61% meeting/exceeding grade level standards Special Education: 43% meeting/exceeding grade level standards Low Income: 54% meeting/exceeding grade level standards | 2025 - 2026 All: 64% meeting/exceeding grade level standards Special Education: 48% meeting/exceeding grade level standards Low Income: 59% meeting/exceeding grade level standards |
| I-Ready - Math | 2024 - 2025 All: 45% meeting/exceeding grade level standards Special Education: 32% meeting/exceeding grade level standards Low Income: 41% meeting/exceeding grade level standards | 2025 - 2026 All: 48% meeting/exceeding grade level standards Special Education: 38% meeting/exceeding grade level standards Low Income: 46% meeting/exceeding grade level standards |
| I-Ready usage rate | 2024 - 2025 - lessons passed 82% in Reading 96% in Math | 2025 - 2026 - lessons passed 85% in Reading 99% in Math |

| | | |
|---------------------|--|--|
| CA Dashboard - ELA | 2024 - 2025 ALL: +26.6 DFS SPED: -56.6 DFS Low Income: +4.1 DFS | 2025 - 2026 ALL: Increase DFS by 3 points (+29.6) SPED: Increase DFS by 6 points (-47.6) Low Income: Increase DFS by 6 points (+10) |
| CA Dashboard - Math | 2024 - 2025 ALL: +6.4 DFS SPED: -64 DFS Low Income: -21 DFS | 2025 - 2026 ALL: Increase DFS by 3 points (+9.4) SPED: Increase DFS by 6 points (-58) Low Income: Increase DFS by 6 points (-14) |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|--------------------------|---|
| 1.1 | <p>Professional Learning Teams Support</p> <ul style="list-style-type: none"> -Utilizing the district adopted pacing guide, PLTs will complete learning cycles including creating common formative assessments, analyzing data, design lessons with best teaching practices, tiered intervention -Release time during the day (guest teacher coverage) to analyze data to drive instruction and interventions and extensions -Materials and supplies to support intervention and core instruction for unduplicated count student groups -Conferences, professional development | TK - 6, SPED, Low Income | <p>4157</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistant for Tier 1 and Tier 2 support; classified employee 6200</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sub-Release time for instructional planning 500</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies Intervention Materials & Resources 1000</p> <p>LCFF - Supplemental None Specified Conferences/Professional Development</p> |
| 1.2 | <p>Parent Workshops</p> <ul style="list-style-type: none"> -How to support your child in reading and math at home -Build understanding of how to access district/school technology programs -Importance of positive attendance -STEAM Night | TK - 6, SPED, Low Income | <p>500</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra/due pay for teachers to plan an implement workshops 300</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies supplies for workshops 300</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries childcare</p> |

| | | | |
|-----|---|---------------------------|---|
| 1.3 | Student Study Team will meet on a consistent bases in order to monitor the progress of students approaching Tier 3 RTI needs. | TK - 6 - SPED, Low Income | 2000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries SST Coordinator extra duty |
| 1.4 | Staff Meetings including all staff members (classified and certificated) three times a year (one per trimester) to go over site and district programs and initiatives | TK - 6th | 500 LCFF - Supplemental 3000-3999: Employee Benefits Staff meetings with all staff to make sure that all staff receive important school information and have an opportunity to contribute to decisions that impact the school. |
| 1.5 | | | |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

PLC learning cycles have been effectively implemented and monitored.
 PLTs have collaborated and focused on students who are one or more grade levels below as determined in D1 and D2 I-Ready diagnostics.
 Guiding Coalition leaders have participated in Center for Advanced Professional Studies (CAPS) network training and then supported the guiding coalition in professional development for the staff.
 2024 - 2025 - Reading D1 41% to D2 61% at or above grade level; Math D1 25% to D2 45% at or above grade level.
 SST held 35 meeting to ensures students were getting appropriate Tier 2 and 3 supports.

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

Additional professional development provided for 3rd - 6th grade teachers to support implementation of performance task strategies and expected practices and learning cycles.
 Will use the metric of I-Ready lessons passed instead of I-Ready usage.

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.

PLT time and support to create common formative assessments, analyze data, and develop intervention and extension on a monthly basis.
 Grow, support, and provide designated time for guiding coalition to meet, prepare, and present staff development to staff.
 Extra duty/extra pay for SST coordinator.
 Hold an all staff staff meetings every trimester and give advanced notice to all staff so they can plan accordingly.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Learner Achievement

This Goal focuses on increasing academic achievement and language proficiency of our English Learners. There is one Long Term English Learner (LTEL) at Rosedell.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2 - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Identified Need

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

English Learners are not making adequate progress in their language proficiency and academic achievement in ELA and Math - CA Dashboard data indicates our English learners are struggling to achieve proficiency in ELA and Math in I-ready as compared to the ALL student groups.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Dashboard EL Progress Indicator | 2024 - 2025 50% | 2025 - 2026 60% |
| I-ready reading diagnostic - English Learners | English Learners scored 46% at or above grade level on Reading Diagnostic 2 during 2024 - 2025 school year. | English Learners will score 51% at or above grade level on Reading Diagnostic 2 during 2025 - 2026 school year. |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|--|
| 2.1 | During designated ELD Instructional Assistant will support teacher and run small group of tier 1 and tier 2 while teacher instructs EL students. | EL Students | 4157 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Assistant 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty for teachers to work with the ELD coach to come up with strategies, |

| | | | |
|-----|---|--------------------------|--|
| | | | training, and planning to support EL and preparing them for ELPAC summative |
| 2.2 | ELPAC Bootcamp - After school activity to support students as they prepare to take the ELPAC summative | EL Students | 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty/extra pay for teacher to plan and implement |
| 2.3 | Meet with LTELs monthly to review SMART goals and progress toward skills needed to reclassify. | EL Students | 0 LCFF - Supplemental None Specified Incentives and supplies None Specified None Specified |
| 2.4 | Family Engagement Event to emphasize the importance of maintaining their home language and education regarding our ELD program. | EL students and families | 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty/extra pay for teacher to plan and implement LCFF - Supplemental None Specified LCFF - Supplemental 4000-4999: Books And Supplies |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

EL Instructional Assistant has been effective in supporting ELD time in classrooms.
ELPAC Bootcamp was implemented but few students were able to commit to the after school times.
Goal setting was implemented and students benefited from gaining a better understanding of what was needed to make growth or be RFEP.

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

Consistently followed the 23-24 SPSA Goal 2.

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.

Fully implement PBIS tier 2 with a permanent coach and team.
Extra duty/extra pay for PBIS tier 1 and tier 2 teams.



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

This goal focuses on increasing engagement for students to feel connected to school and learning

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3 - Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Identified Need

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

Decrease Chronic Absenteeism for students with disabilities and SED student groups - dashboard data indicates that our SWD (17.4% yellow) and SED (23.3% orange) student groups miss more school days than ALL students which negatively impacts their academic achievement.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Chronic Absenteeism Percentage | 2024 - 2025 Chronic Absenteeism overall 8.8% Chronic Absenteeism Low Income 11.7% Chronic Absenteeism SWD 10.7% | 2025 - 2026 Chronic Absenteeism overall - 5.8% Chronic Absenteeism Low Income - 5.8% Chronic Absenteeism SWD - 5.8% |
| Suspension rate | 2024 - 2025 Suspension Rate is at .5% | 2025 - 2026 Maintain or decrease Suspension Rate |
| I-Ready Diagnostic/Academic Achievement | 2024 - 2025 Reading students SED: 36% at or above grade level I-Ready Diagnostic 2 Reading students SWD: 47% at or above grade level I-Ready Diagnostic 2 Math students SWD: 25% at or above grade level I-Ready Diagnostic 2 Math students SED: 36% % at or above grade level I-Ready Diagnostic 2 | 2025 - 2026 Reading students SED: 41% at or above grade level I-Ready Diagnostic 2 Reading students SWD: 5 2% at or above grade level I-Ready Diagnostic 2 Math students SWD: 30% at or above grade level I-Ready Diagnostic 2 Math students SED: 41% at or above grade level I-Ready Diagnostic 2 |
| Student LCAP Connectedness Survey question: Good behavior is noticed at my school. | 2024 - 2025 Student: 69% agree or strongly agree with this statement | 2025 - 2026 Student: 74% agree or strongly agree with this statement |

| | | |
|---|--|--|
| Staff LCAP Connectedness Survey question: Staff at my school notice good behavior. Parent LCAP Connectedness Survey question: Good behavior is noticed at my student's school. | Staff: 100% agree or strongly agree with this statement Parent: 88% agree or strongly agree with this statement | Staff: 100% agree or strongly agree with this statement Parent: 93% agree or strongly agree with this statement |
| Students - I feel like I am an important part of my school community. Families - I feel like my family is an important part of the school community. Staff - I feel like I am an important part of my school community. | 2024 - 2025 Student: 72% agree or strongly agree with this statement Staff: 79% agree or strongly agree with this statement Parent: 86% agree or strongly agree with this statement | 2025 - 2026 Student: 77% agree or strongly agree with this statement Staff: 84% agree or strongly agree with this statement Parent: 91% agree or strongly agree with this statement |
| Positive student attendance | 2024 - 2025 Student Attendance is currently at a rate of 95.67%. | 2025 - 2026 Increase Student Attendance to 96.75% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|---------------------------|--|
| 3.1 | Family Engagement evenings will be held to build positive relationships between all families and the school community. | TK - 6 - SPED, Low Income | 500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Family Engagement Evenings and Activities (Supplies and materials) 500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teaching and support families at evening events 300 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Translation and student support at meetings and evening events |
| 3.2 | Pupil Engagement/Attendance: Site administrators will provide parent information on the importance of school attendance. Parents will be notified of attendance concerns, and attend SART and DART Meetings with contracts developed to help students to arrive at school on time, and increase their daily attendance. Attendance incentives will be used to positively reinforce positive attendance. | TK - 6 - SPED, Low Income | 100 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Awards, school memorabilia 1000 LCFF - Supplemental 4000-4999: Books And Supplies PBIS Incentives and supplies |
| 3.3 | School Climate: Utilize PBIS to teach and reinforce behavior expectations. Provide incentives for positive behavior choices. | TK - 6 - SPED, Low Income | 3000 LCFF - Supplemental 4000-4999: Books And Supplies |

| | | | |
|------------|--|-----------|---|
| | Implement Junior Coaches leadership opportunities to help assist with selecting and running activities on the yard. PBIS training for campus supervisors, junior coaches and staff | | PBIS signage and supplies 500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries PBIS Trainings for site team |
| 3.4 | Increase student leadership opportunities Teachers will guide a Student Leadership Team to support Weekly Broadcast, announcements, and engaging activities that promote school spirit, and encourage these students to take a leadership role at school. A weekly Video Broadcast will be filmed and sent to teachers, including Student Leadership participants, PBIS reminders and incentives and reminders about school wide activities, highlighting students and staff around campus, and holiday and cultural celebrations. | 4th - 6th | 1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student Leadership Coordinator 792 LCFF - Supplemental 4000-4999: Books And Supplies Materials and technology supplies |
| 3.5 | | | LCFF - Supplemental None Specified |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Year to date chronic absenteeism is 7.45%
Student engagement leadership opportunities including leadership, broadcast, and Circle of Friends have been effective in encouraging positive student attendance.
Sending weekly attendance letters and holding regular attendance meetings has been effective in meeting the individual needs of students and families.
Reinforcing PBIS expectations has been effective with the support of PBIS coach and PBIS team.

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

Followed the 23-24 SPSA with no major differences.

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.

Start ELPAC Bootcamp earlier in the year and offer more sessions (dates and times).
PBIS Store will be created and students will go monthly.
More academic family engagement activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Family Engagement

This Goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4# - Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Identified Need

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

Families indicated that they do not all feel a sense of belonging or that they are not provided opportunities to be involved in their student's learning.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| Parents: I have been provided opportunities to be involved in my student's learning. Student: My family is involved in my learning. Staff: Parents/Guardians at my school are provided opportunities to be involved in their student's learning. | 2024 - 2025 Student: 81% agree or strongly agree with this statement Staff: 91% agree or strongly agree with this statement Parent: 96% agree or strongly agree with this statement | 2025 - 2026 Student: 86% agree or strongly agree with this statement Staff: 97% agree or strongly agree with this statement Parent: 100% agree or strongly agree with this statement |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|--|
| 4.1 | Family Engagement Workshops -STEAM night -TK/KG Attendance Education Daytime Option -GATE Night -Bilingual Literacy Nights -PBIS Daytime or Nighttime Option | TK - 6 All Students | 1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries guest speakers, teacher speaker, student performance 200 LCFF - Supplemental 2000-2999: Classified Personnel Salaries |

| | | | |
|--|--|--|---|
| | | | Childcare 200 LCFF - Supplemental 4000-4999: Books And Supplies Light Dinner |
|--|--|--|---|

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

TK and KG Attendance Information Meeting prior to Back to School Night.
 Held Coffee with the Principal Monthly.
 Tuesday Telegram was published weekly.
 Conducted 58 Student Study Team meetings with families.
 Held one all staff staff meeting.

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

No major changes and followed the 2023 - 2024 goal 4 with no deviation.

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.

Hold educational Family Engagement workshops during the school day not requiring child care.
 Work with teachers, staff, and parent organization to develop and implement Family Engagement workshops around specific topics related to needs of school community.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Inclusivity and Diversity

This Goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5 - 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.

Identified Need

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

Families and students indicated that they do not all feel a sense of belonging within our schools. Students with Disabilities and Socioeconomically disadvantaged students are struggling to increase academic achievement in Math and ELA compared to the ALL student group.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Staff: Our students see their families' cultures represented in the school and their learning. Parents: I see our family's culture represented in the school and the academic content taught. Students: I see my family's culture represented in my school and in my learning. | 2024 - 2025 Student: 65% agree or strongly agree with this statement Staff: 76% agree or strongly agree with this statement Parent: 76% agree or strongly agree with this statement | 2025 - 2026 Student: 70% agree or strongly agree with this statement Staff: 81% agree or strongly agree with this statement Parent: 81% agree or strongly agree with this statement |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|---|
| 5.1 | Take time during PLC learning cycles to integrate cultural observances and celebrations. | TK - 6 All Students | 100 LCFF - Supplemental 4000-4999: Books And Supplies Supplies for lessons and activities |
| 5.2 | Provide professional development opportunities (i.e. workshops, book studies, lectures, etc.) to classified and certificated staff to better understand cultural proficiency, equity, diversity, bias, racism, | TK - 6 | 100 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries |

| | | | |
|-----|---|--------|--|
| | and discrimination and the impact they have on creating a positive inclusive school environment for our students. | | Compensated teacher planning and implementation |
| 5.3 | Provide parent workshops for parents to fully understand the culturally sensitive content included in various grade level curriculums, to understand the cultural diversity training provided to staff, and to understand how to support their students when engaging in this learning. | TK - 6 | 200 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries compensation for teachers, staff, and presenters 100 LCFF - Supplemental 2000-2999: Classified Personnel Salaries compensation for staff |
| 5.4 | Bilingual Storytime Event to provide an opportunity to learn about a different language and culture. | TK-6 | 250 LCFF - Supplemental 2000-2999: Classified Personnel Salaries compensation for staff |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Worked with parent organization to successfully implement Multicultural Night.
Cultural observances promoted in all classes through district provided lessons.

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

Followed the 24-25 SPSA as developed.

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.

Develop student leadership and broadcast opportunities to provide whole school education through morning announcement and weekly broadcasts.

Budget Summary

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

Budget Summary

| DESCRIPTION | AMOUNT |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$30,956.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |

Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| | |

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF - Supplemental | \$30,956.00 |

Subtotal of state or local funds included for this school: \$30,956.00

Total of federal, state, and/or local funds for this school: \$30,956.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------------|-----------|-----------|
| LCFF - Supplemental | 41,033.00 | 10,077.00 |
| District Funded | 1,000 | 1,000.00 |
| LCFF - Base | | |
| Parent-Teacher Association (PTA) | | |
| Site Formula Funds | | |
| Unrestricted | | |
| Lottery: Instructional Materials | | |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| LCFF - Supplemental | 30,956.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 13,100.00 |
| 2000-2999: Classified Personnel Salaries | 6,307.00 |
| 3000-3999: Employee Benefits | 500.00 |
| 4000-4999: Books And Supplies | 10,049.00 |
| None Specified | 1,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 13,100.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,307.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 500.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 10,049.00 |
| None Specified | LCFF - Supplemental | 1,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 15,457.00 |
| Goal 2 | 5,657.00 |
| Goal 3 | 7,692.00 |
| Goal 4 | 1,400.00 |
| Goal 5 | 750.00 |

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

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 May 29, 2025.

Attested:

| | |
|---|---|
|  | Principal, Elizabeth Balena on 5/30/25 |
|  | SSC Chairperson, Eugene Wright on 5/30/25 |

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

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

Goal

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

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023