



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rossmoor Elementary School, LAUSD	30739246029086	January 23, 2023	March 14, 2023

# Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

The Los Alamitos Unified School District (LAUSD) serves three distinct communities: The City of Los Alamitos, the City of Seal Beach and the unincorporated community of Rossmoor. The students of Los AI USD are diverse, high-achieving and contribute greatly to the District's culture of excellence. Los AI USD prepares students for post-secondary opportunities through unparalleled professional development for teachers, by maintaining and prioritizing low class sizes TK-12, by providing enrichment and intervention programs for all students, and emphasizing school connectedness through the 4 A's: Academics, Athletics, Activities and The Arts. The community at-large supports Los AI USD by way of strong PTA, Booster, "Friends Of", and other fundraising groups. A fourth of Los AI USD's population has attended District schools and over 90% of Los AI residents claim they live in Los AI as a result of the high-quality schools. Los AI USD continues to be at the forefront of achievement evidenced by its graduation rate, A-G completion rate, being on the College Board's Advanced Placement (AP) Honor Roll for seven consecutive years, and its overall performance on CAASPP.

Los Alamitos Unified School District prides itself on a best first instruction approach. this includes:

- Rigorous 5-year professional development plan for all teachers within their first five years.
- Ongoing training and coaching in District Signature Practices for all teachers.
- Instructional networking model used for demonstration lessons and coaching provided by Teachers on Special Assignment.
- Robust K-12 intervention programs and extended learning opportunities.
- Focus on technology and transformational learning with Project Lead the Way, Maker-spaces, and Career Technical Education Pathways.
- Implementation of a 3-year plan for Next Generation Science Standards.
- Increased focus on inquiry-based instruction across all content areas.
- One of four districts in the United States named to the College Board's Advanced Placement Honor Roll seven years in a row.
- K-12 Summer School programs providing small group, targeted instruction for students who benefit from remediation or continued skill application.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 2
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement ..... 8
- Resource Inequities ..... 9
- School and Student Performance Data ..... 10
  - Student Enrollment..... 10
  - CAASPP Results..... 12
  - ELPAC Results ..... 16
  - Student Population ..... 20
  - Overall Performance ..... 22
  - Academic Performance ..... 23
  - Academic Engagement ..... 29
  - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
  - Goal 1..... 34
  - Goal 2..... 39
  - Goal 3..... 42
- Budget Summary ..... 44
  - Budget Summary ..... 44
  - Other Federal, State, and Local Funds ..... 44
- Budgeted Funds and Expenditures in this Plan ..... 45
  - Funds Budgeted to the School by Funding Source..... 45
  - Expenditures by Funding Source ..... 45
  - Expenditures by Budget Reference ..... 45
  - Expenditures by Budget Reference and Funding Source ..... 45
  - Expenditures by Goal..... 45
- School Site Council Membership ..... 47
- Recommendations and Assurances ..... 48
- Instructions..... 49
  - Instructions: Linked Table of Contents ..... 49

Purpose and Description .....50

Educational Partner Involvement .....50

Resource Inequities .....50

Goals, Strategies, Expenditures, & Annual Review .....51

    Annual Review .....52

    Budget Summary .....53

    Appendix A: Plan Requirements .....55

    Appendix B: .....58

    Appendix C: Select State and Federal Programs .....60

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Rossmoor staff and community continue to keep language arts and math skills an area of focus. Annually, staff development efforts focuses on building students' skills with instruction in Reading and Writing Workshop, Cognitively Guided Instruction (CGI), MIND ST math, and Thinking maps. Another area of focus is to continually incorporate our depth and complexity prompts into instruction to enrich the leaning and challenge the intellectuality of our students.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations show extensive differentiation of instruction in language, math, reading and writing. Small group instruction with specific points is relevant to K-5. Strategies are emphasized and practiced regularly. Assessment drives instruction. Teachers document daily progress monitoring via anecdotal notes, journal writing, collecting short stories, conferences and published pieces.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We utilize the state assessment as well as our district benchmarks for 3rd- 5th graders to help guide our instruction, reteach specific standards, and ensure our students are becoming proficient in grade level standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In addition to the use of our district benchmark assessments, we also have standard based assessments that are connected to each standard on our report card to help teachers monitor student progress throughout the school year.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers have the appropriate credential, go through the BTSA Induction Program, and go through our district five year professional development training focused on our District Signature Practices.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have the appropriate multiple subject credential and are provided with access to appropriate instructional materials as well as a plethora of training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All of our professional development is aligned and supported by the Common Core State Standards. Our district TOSAs lead professional development in our district signature practices to our 5 year cohort teachers as well as continuing to offer consistent professional development to our veteran teachers. Many of these trainings are offered during the school day as well as after school to support teachers in not being out of the classroom.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

We have a variety of TOSA's at the elementary level that support our professional development, workshops, one-on-one coaching, and cohort collaboration in our district signature practices. This supports teachers in their professional growth.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is supported at the site level where teachers are able to collaborate throughout the year to allow for data analysis, planning new units of study, and collaborating on small group instruction and next steps. Educational services also provides this same collaboration through workshop and cohort trainings.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our district ensures we teaching in alignment with our grade level Common Core State Standards as our foundation. In addition, our professional development and curriculum is aligned and supported by CCSS as well.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school utilizes the recommended instructional minutes for reading and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our teachers work with our district pacing guides provided by our district TOSA's and utilize our pacing guide that also is supported and aligned to our district benchmarks.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All standards-based instructional materials are available to all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Our staff and students have access to our instructional materials that are supported by Common Core State Standards (CCSS). All intervention is also aligned to CCSS.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our intervention groups, reading lab and after school intervention help enable underperforming students to be successful. In addition, our teachers ensure they are utilizing data to guide their small group instruction.

Evidence-based educational practices to raise student achievement

We are a school that believes in teaching a Growth Mindset. This approach allows students to feel comfortable to take risks and allows them to understand that failure is part of learning. We are also focusing on the balance of teacher and student talk. Those who are talking are doing the learning which is also helpful for teachers to adjust their questioning to get students to think deeper. Our district signature practices have been successful and through our data shows that they raise student achievement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students that qualify are provided after school intervention opportunities that focuses on specific standards and areas of need in math, language arts, and writing. It is usually a 4-6 week intervention Monday-Thursday for one hour after school. In addition, we have a Reading Lab on site that runs during the school day Monday-Thursday that provides a systematic approach to phonics instruction for those students in grades K-3 who need that second dose of phonics instruction. We hold three different sessions in our reading lab that are aligned to our trimester dates. We also partner with our after school program (Kids Korner) that provides homework assistance, Los Alamitos Education Foundation (LAEF) that provides after school enrichment classes, and intervention classes discussed above for those students who qualify.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have parents that are involved in our school planning through our Rossmoor PTA and Friends of Rossmoor Parent Groups. We also have parent representatives in our District Advisory Committee and our School Site Council where they hear about our district and school priorities and give feedback as well.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We utilize our LCFF Local Control Funding Formula budget to help provide interventions for those students that are not performing at a proficient level..

Fiscal support (EPC)

Our district provides LCFF funds based on our schools enrollment..

## Educational Partner Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

Rossmoor Elementary's School Site Council (SSC) and teachers work together to give input, look at data, and update our goals for the SPSA. For example, we kick off our school year with reviewing state assessment data to see areas of growth and need and work throughout the year to create intervention groups that strategically address areas of student need. In addition to state data and benchmark data are also utilize formative data regularly to ensure our students needs are being met and appropriate interventions are in place each month. Our SSC council is selected by our school community to ensure that we have a variety of stakeholder input to help update and adjust our SPSA each year.

## Resource Inequities

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

There are no inequities at this time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	1.81%	1.7%	1.43%	11	9	8
Asian	11.17%	12.2%	10.93%	68	66	61
Filipino	1.64%	2.0%	2.15%	10	11	12
Hispanic/Latino	27.26%	28.1%	28.49%	166	152	159
Pacific Islander	0%	%	%	0		
White	46.14%	43.4%	42.65%	281	235	238
Multiple/No Response	11.49%	12.0%	13.62%	70	65	76
	<b>Total Enrollment</b>			609	541	558

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	116	99	101
Grade 1	95	82	79
Grade 2	110	83	90
Grade3	95	104	91
Grade 4	97	85	111
Grade 5	96	88	86
<b>Total Enrollment</b>	609	541	558

### Conclusions based on this data:

1. Two years ago we lost a classroom in TK. We are in the second year of the additional co-teach preschool classroom and we have seen a slight increase in enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	22	25	25	3.6%	4.60%	4.5%
Fluent English Proficient (FEP)	39	42	30	6.4%	7.80%	5.4%
Reclassified Fluent English Proficient (RFEP)	5	2		19.2%	0.40%	

### Conclusions based on this data:

1. Our number of English learners have remained pretty consistent the past few years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	93	105	95	89	0	95	89	0	95	95.7	0.0	100.0
Grade 4	95	84	110	95	0	108	95	0	108	100	0.0	98.2
Grade 5	100	85	87	99	0	87	99	0	87	99	0.0	100.0
All Grades	288	274	292	283	0	290	283	0	290	98.3	0.0	99.3

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2495.		2485.	55.06		49.47	24.72		25.26	16.85		18.95	3.37		6.32
Grade 4	2524.		2535.	46.32		50.93	31.58		30.56	10.53		10.19	11.58		8.33
Grade 5	2566.		2596.	54.55		60.92	25.25		27.59	13.13		6.90	7.07		4.60
All Grades	N/A	N/A	N/A	51.94		53.45	27.21		27.93	13.43		12.07	7.42		6.55

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	44.94		37.89	48.31		56.84	6.74		5.26
Grade 4	46.32		38.89	42.11		58.33	11.58		2.78
Grade 5	49.49		45.98	39.39		52.87	11.11		1.15
All Grades	47.00		40.69	43.11		56.21	9.89		3.10

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	39.33		30.53	53.93		63.16	6.74		6.32
Grade 4	42.11		42.59	49.47		51.85	8.42		5.56
Grade 5	42.42		50.57	49.49		47.13	8.08		2.30
All Grades	41.34		41.03	50.88		54.14	7.77		4.83

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.20		28.42	60.67		60.00	1.12		11.58
Grade 4	26.32		16.67	63.16		75.93	10.53		7.41
Grade 5	33.33		27.59	61.62		71.26	5.05		1.15
All Grades	32.51		23.79	61.84		69.31	5.65		6.90

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	56.18		31.58	40.45		66.32	3.37		2.11
Grade 4	45.26		31.48	41.05		65.74	13.68		2.78
Grade 5	56.57		41.38	37.37		54.02	6.06		4.60
All Grades	52.65		34.48	39.58		62.41	7.77		3.10

2019-20 Data:

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**Conclusions based on this data:**

1. We utilize the data to ensure all students not meeting grade level standards are receiving appropriate interventions to support their specific areas of need through small group instruction, push-in support, reading lab and after school interventions.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	93	105	95	89	0	95	89	0	95	95.7	0.0	100.0
Grade 4	95	84	110	95	0	108	95	0	108	100	0.0	98.2
Grade 5	100	85	87	98	0	87	98	0	87	98	0.0	100.0
All Grades	288	274	292	282	0	290	282	0	290	97.9	0.0	99.3

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2526.		2514.	65.17		60.00	28.09		28.42	5.62		6.32	1.12		5.26
Grade 4	2535.		2542.	51.58		46.30	23.16		32.41	22.11		19.44	3.16		1.85
Grade 5	2578.		2586.	53.06		55.17	20.41		27.59	24.49		12.64	2.04		4.60
All Grades	N/A	N/A	N/A	56.38		53.45	23.76		29.66	17.73		13.10	2.13		3.79

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	83.15		67.37	14.61		30.53	2.25		2.11
Grade 4	63.16		58.33	27.37		37.96	9.47		3.70
Grade 5	60.20		55.17	31.63		40.23	8.16		4.60
All Grades	68.44		60.34	24.82		36.21	6.74		3.45

### 2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	59.55		55.79	38.20		40.00	2.25		4.21
<b>Grade 4</b>	48.42		37.96	43.16		52.78	8.42		9.26
<b>Grade 5</b>	48.98		44.83	39.80		49.43	11.22		5.75
<b>All Grades</b>	52.13		45.86	40.43		47.59	7.45		6.55

2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	68.54		54.74	30.34		42.11	1.12		3.16
<b>Grade 4</b>	54.74		43.52	35.79		51.85	9.47		4.63
<b>Grade 5</b>	39.80		45.98	55.10		52.87	5.10		1.15
<b>All Grades</b>	53.90		47.93	40.78		48.97	5.32		3.10

2019-20 Data:

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

**Conclusions based on this data:**

1. Ensuring that all students are being monitored in the area of mathematics and are receiving appropriate interventions before and or after school in their areas that they are not showing they are proficient.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1436.1	*	*	1445.0	*	*	1415.0	*	*	14	4	9
<b>1</b>	*	*	*	*	*	*	*	*	*	6	5	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	4
<b>3</b>	*	*	*	*	*	*	*	*	*	4	*	4
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	4
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>										30	19	27

2019-20 Data:

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

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	14.29	*	*	50.00	*	*	35.71	*	*	0.00	*	*	14	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	13.33	31.58	44.44	43.33	42.11	33.33	33.33	21.05	22.22	10.00	5.26	0.00	30	19	27

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	28.57	*	*	28.57	*	*	35.71	*	*	7.14	*	*	14	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.00	36.84	51.85	26.67	47.37	37.04	26.67	10.53	11.11	16.67	5.26	0.00	30	19	27

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	7.14	*	*	35.71	*	*	57.14	*	*	0.00	*	*	14	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	3.33	15.79	29.63	43.33	42.11	44.44	43.33	42.11	22.22	10.00	0.00	3.70	30	19	27

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	42.86	*	*	57.14	*	*	0.00	*	*	14	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.00	36.84	55.56	53.33	57.89	44.44	6.67	5.26	0.00	30	19	27

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	28.57	*	*	42.86	*	*	28.57	*	*	14	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.00	31.58	55.56	40.00	57.89	44.44	30.00	10.53	0.00	30	19	27

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	*	*	100.00	*	*	0.00	*	*	14	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.67	26.32	40.74	80.00	63.16	51.85	13.33	10.53	7.41	30	19	27

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	42.86	*	*	50.00	*	*	7.14	*	*	14	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	23.33	26.32	40.74	63.33	73.68	59.26	13.33	0.00	0.00	30	19	27

2019-20 Data:

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

**Conclusions based on this data:**

1. Ensure all students are making progress toward proficiency. The number of English learners has fluctuated the past three years.
2. The extra support from the District English learner Instructional Assistants has helped.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
558	15.8	4.5	0.2
Total Number of Students enrolled in Rossmoor Elementary School, LAUSD.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	4.5
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	88	15.8
Students with Disabilities	61	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.4
American Indian		
Asian	61	10.9
Filipino	12	2.2
Hispanic	159	28.5
Two or More Races	76	13.6
Pacific Islander		
White	238	42.7

**Conclusions based on this data:**

1. Ensure all students have access to interventions when needed throughout the year.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Same as student data section with overall information from Dashboard..

# School and Student Performance Data

## Academic Performance English Language Arts

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

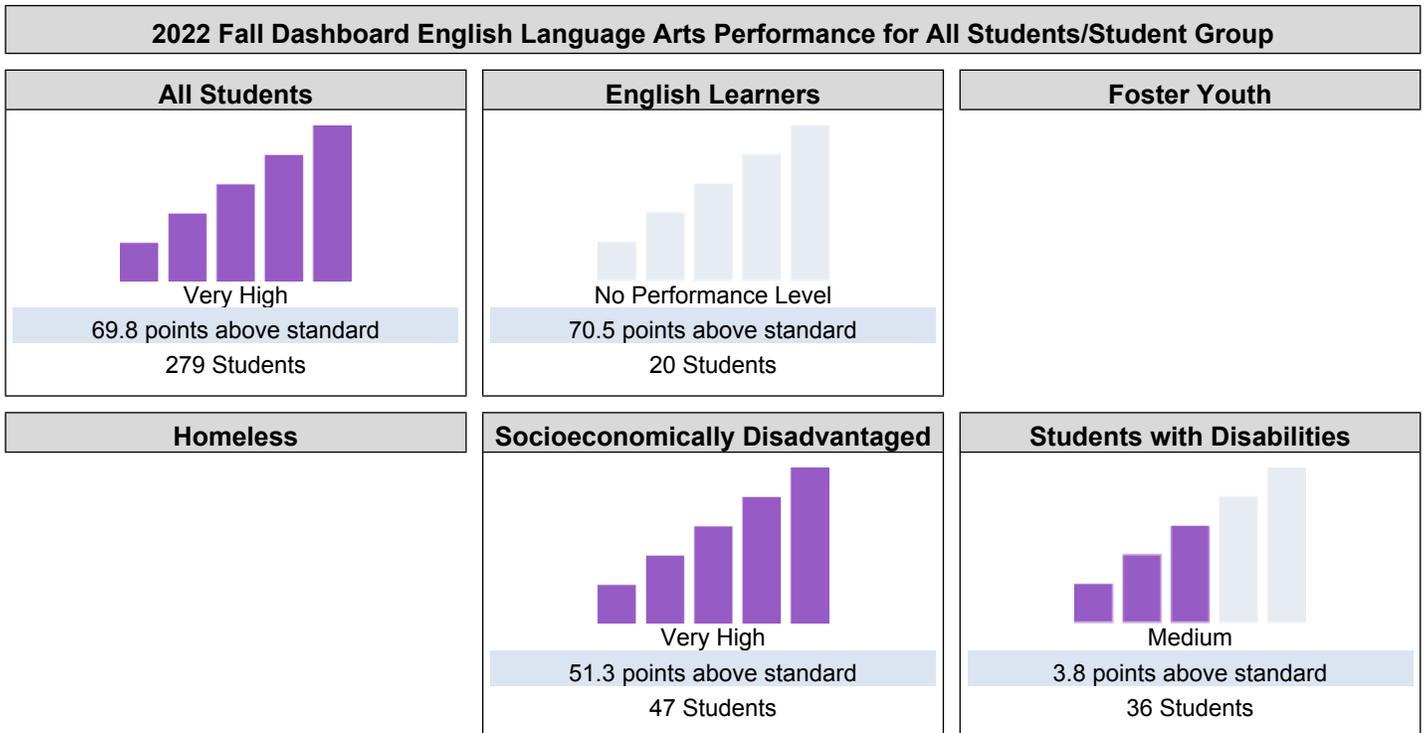
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



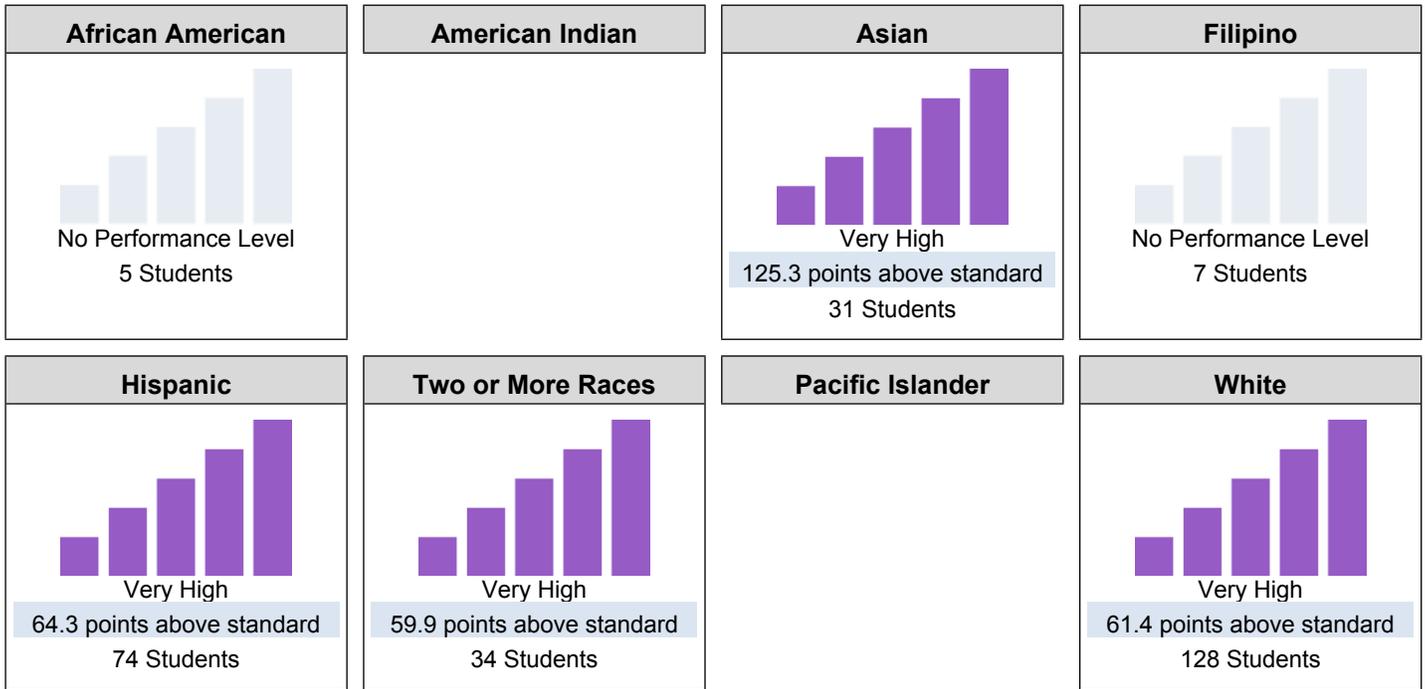
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
9 Students	123.4 points above standard 11 Students	68.5 points above standard 249 Students

**Conclusions based on this data:**

1. Same as student data sections.

# School and Student Performance Data

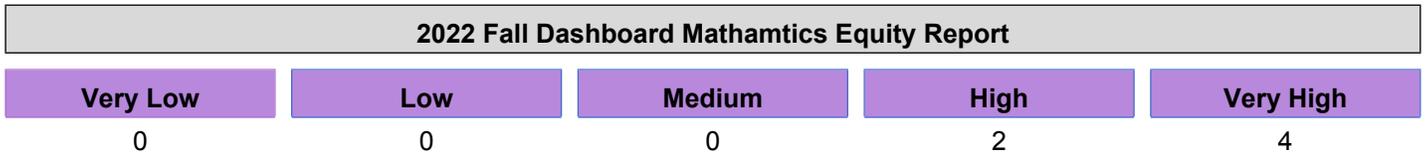
## Academic Performance Mathematics

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

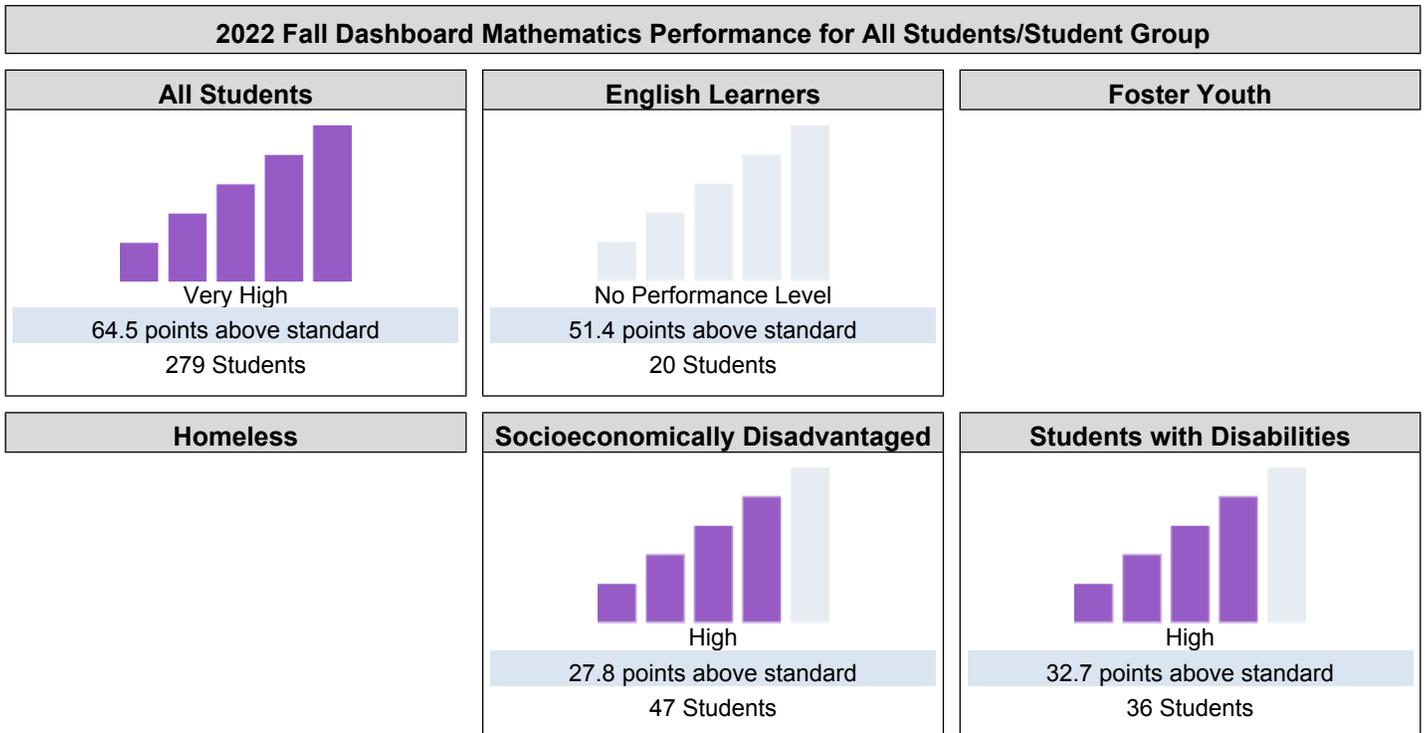
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



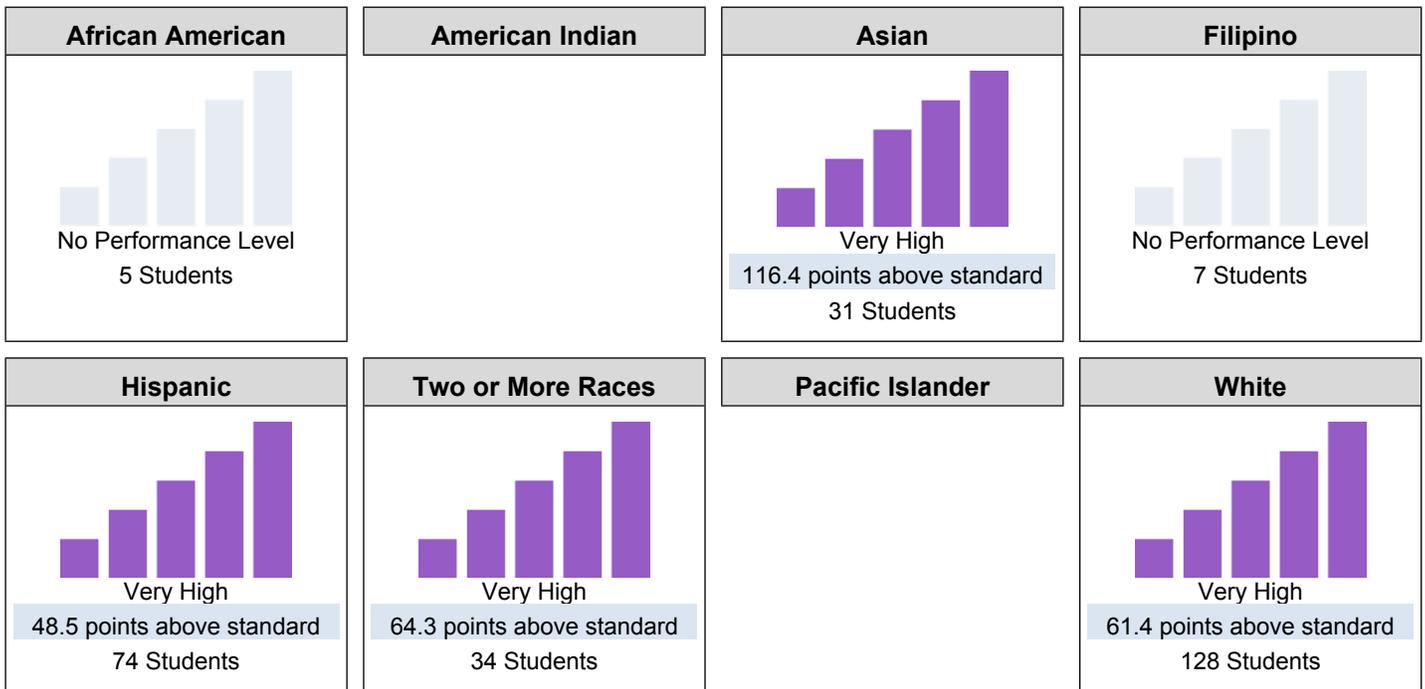
This section provides number of student groups in each level.



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.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	<p style="background-color: #e6f2ff;">109.7 points above standard</p> 11 Students	<p style="background-color: #e6f2ff;">64.6 points above standard</p> 249 Students

**Conclusions based on this data:**

1. Same as student data section.

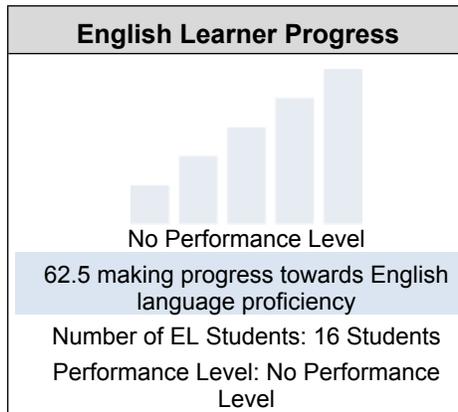
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	2	3	7

#### Conclusions based on this data:

1. Same as student data section..

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

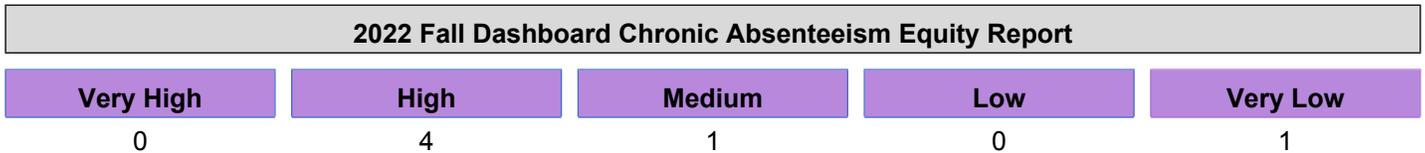
## Academic Engagement Chronic Absenteeism

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

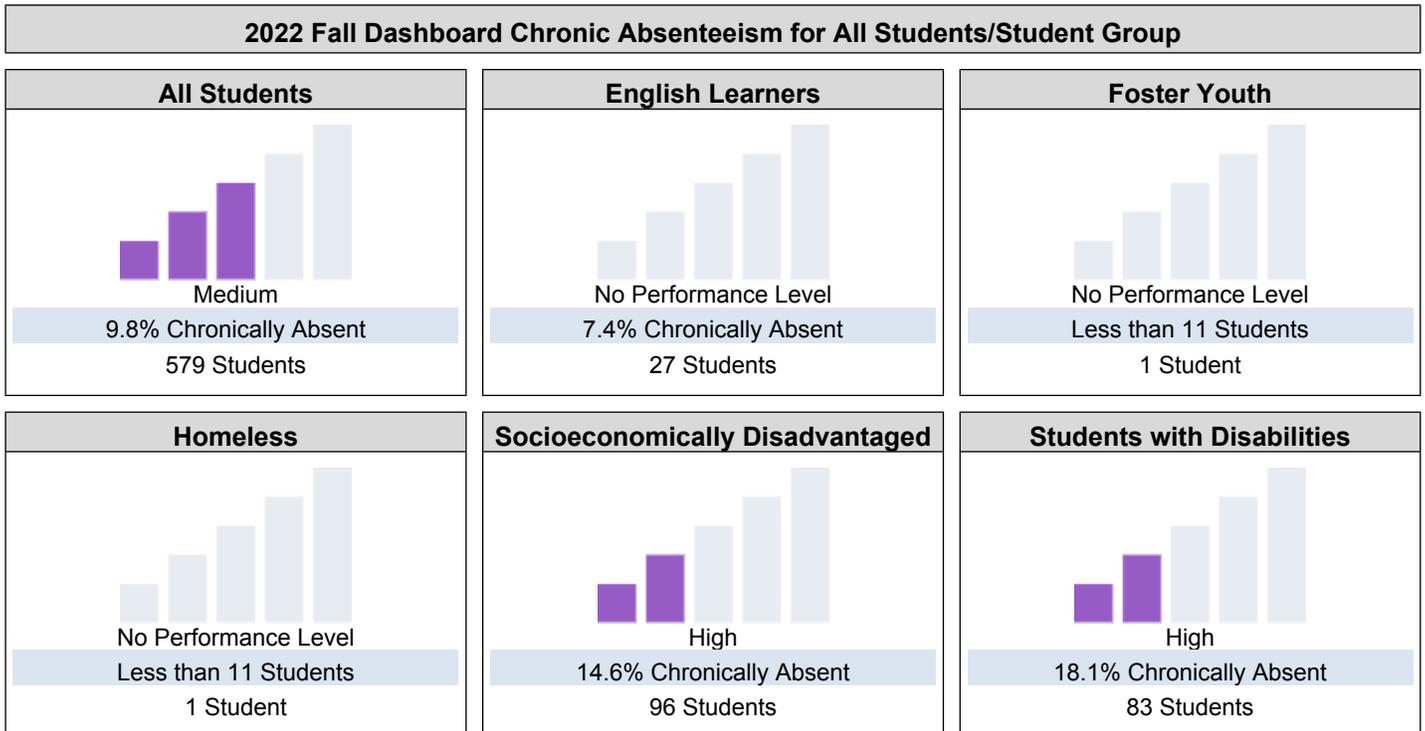
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



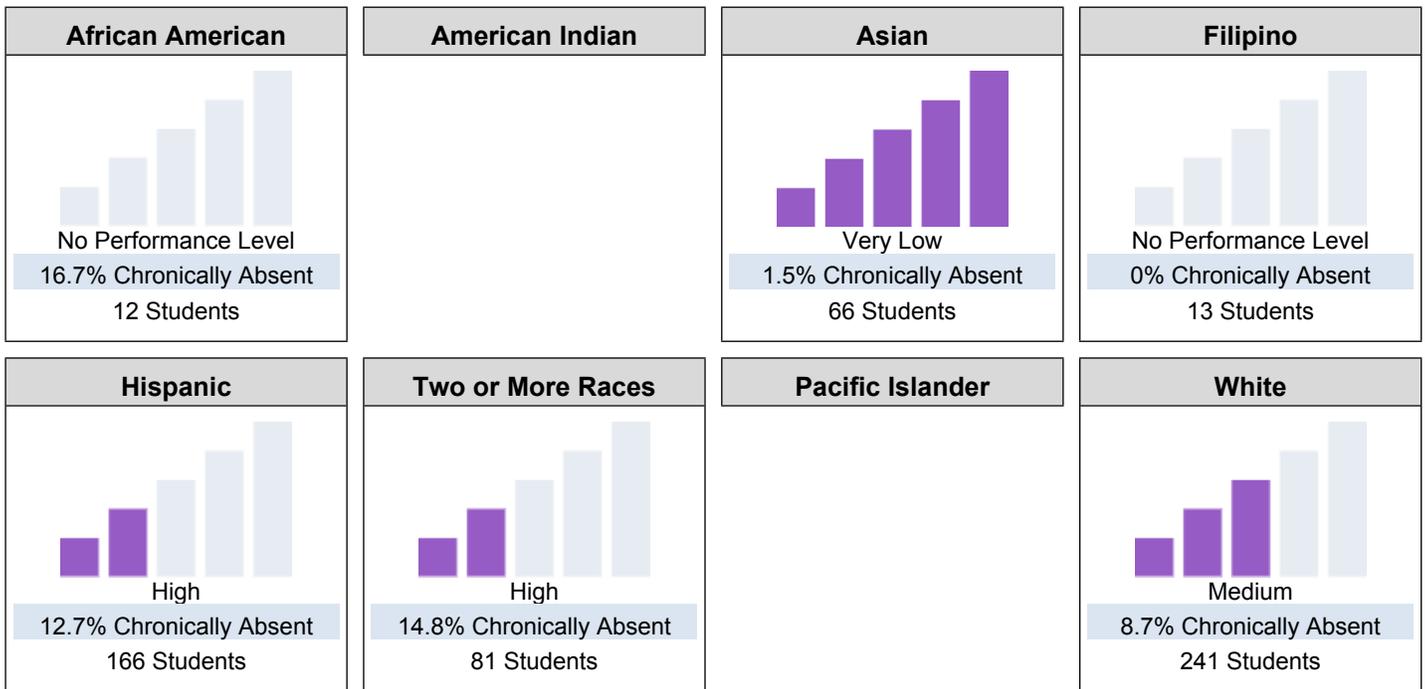
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Same as student data sections. Continue to monitor absences and ensure regular communication with parents.



# School and Student Performance Data

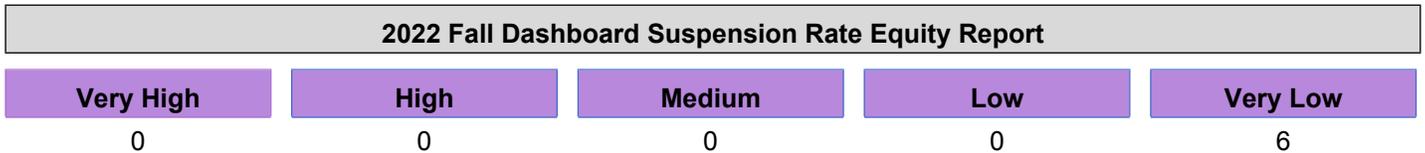
## Conditions & Climate Suspension Rate

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

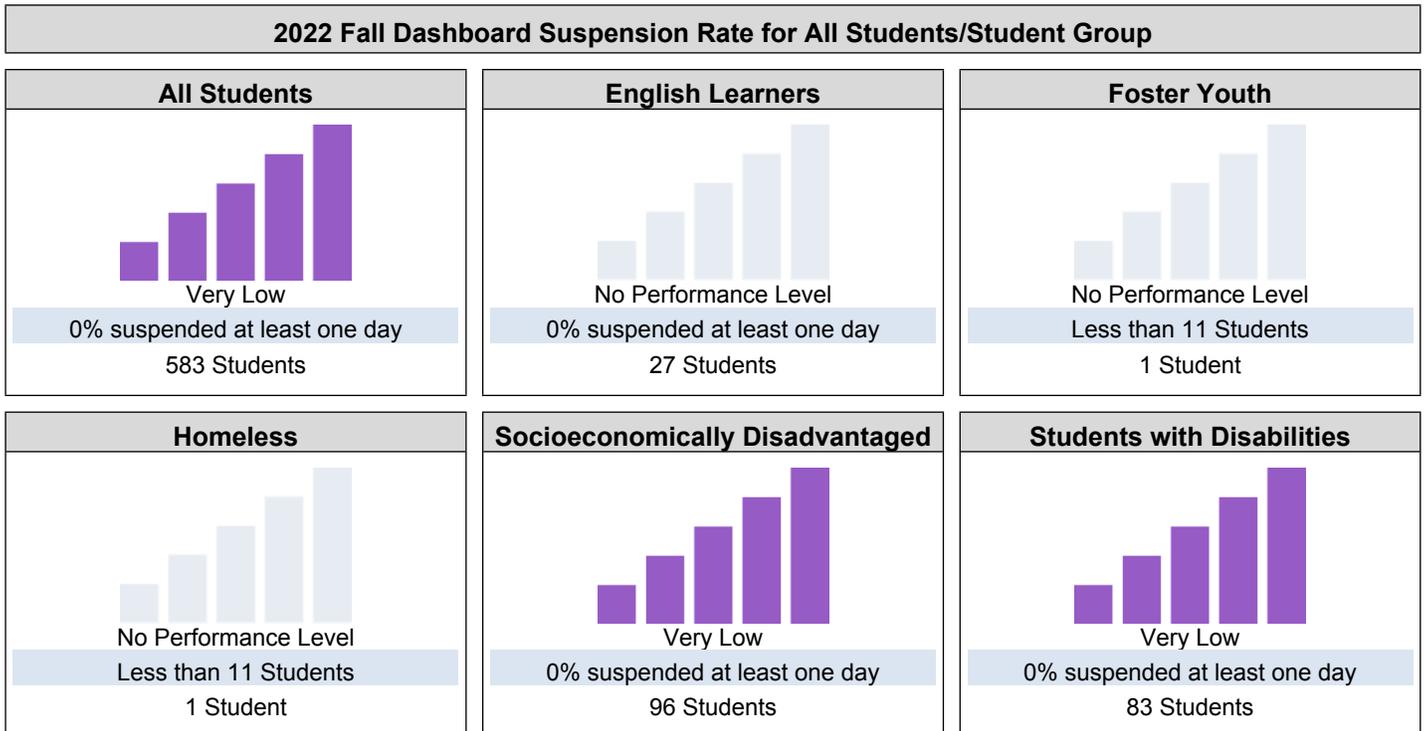
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



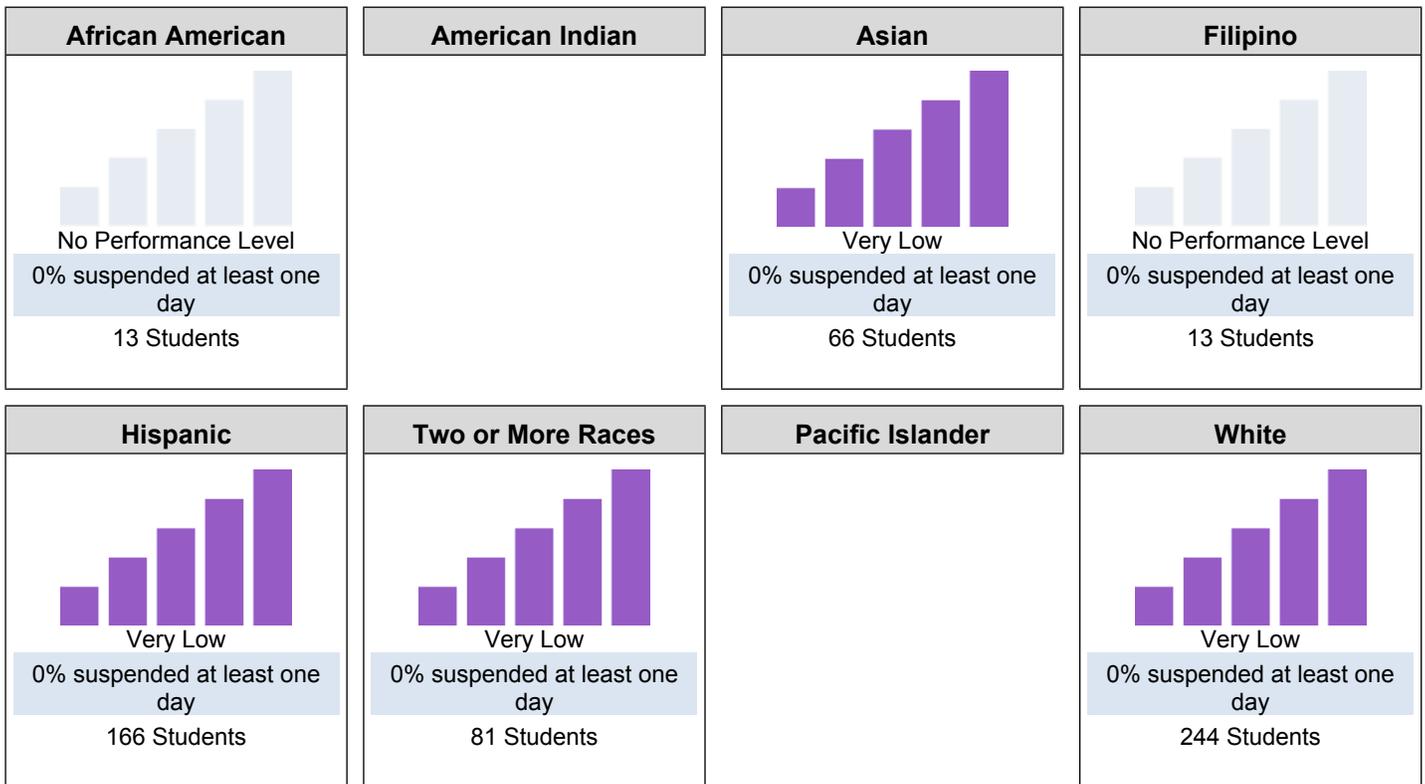
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Continue to monitor and utilize PBIS, MTSS and alternate forms of suspension, such as restorative practices, when applicable.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Teaching and Learning

## LEA/LCAP Goal

LCAP Goal 1: Exemplary Teaching and Learning

## Goal 1

Instructional excellence leading to achievement by all students.

To ensure mastery of district language arts standards for all students with an emphasis on basic reading skills by the end of grade 3 and advanced reading and writing skills in all content areas for grades 4-5. To ensure students mastery of district mathematics standards, with an emphasis on algebraic thinking and the balance of computation and problem solving skills.

Objective: All students not meeting or exceeding proficiency in English Language Arts will increase to the next proficiency level. All students at or above proficiency in English Language Arts will maintain or advance achievement as measured by District grade-level benchmark results and CAASPP results (3rd-5th grade).

All students not meeting proficiency in mathematics will increase achievement to the next proficiency level. All students at or above proficiency in mathematics will maintain or advance achievement as measured by District benchmark results and CAASPP results.

## Identified Need

We are continuing to utilize our small group instruction, guided reading, and district benchmarks to help us reach all students gaining proficiency in English Language Arts and Mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ongoing teacher training on the District signature practice of Cognitively Guided Instruction as well as Common Core State Standards to ensure comprehensive instruction and problem solving.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

0

District Funded  
1000-1999: Certificated Personnel Salaries  
Full and half day trainings for staff as well as coaching from District Math TOSA

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive district signature practice trainings that focus on Depth and Complexity Prompts, Reading Foundations of the Common Core, Thinking Maps, Guided Reading, Balanced Literacy, and Readers and Writers Workshop. These professional develop opportunities ensure teachers are receiving ongoing professional development in Common Core State Standards and ways to grow in their knowledge of a balanced literacy and English Language Arts instruction.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

0

District Funded  
1000-1999: Certificated Personnel Salaries  
A variety of full day and half-day trainings for staff (teachers and support staff.)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ELD students

Strategy/Activity

Continue to provide appropriate ELD instruction to English Language Learners. Utilize District English learner IA's to push in and support students in small group settings.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Use English Learner Instructional Aides to support students

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide reading intervention after school for students performing below reading and writing benchmarks. Intervention teachers will utilize LLI Kits and Reading Plus Program. This includes math intervention and push in and pull out teachers.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
13,415.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide credentialed teachers that target instruction in reading and writing by use of our LLI (Leveled Literacy Intervention) Kits and RFCC (Reading Fundamentals of the Common Core). Provide math push in and pull out support with targeted instruction.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students not meeting grade level expectations.

Strategy/Activity

Throughout the year create specific groups of students that will attend our school-wide Intensive Reading Lab that focuses on phonemic awareness, decoding, fluency and comprehension.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

41,400.00

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Hire credentialed teachers to provide instruction in our reading lab.

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Organize support utilizing our district literacy coaches to support our continued growth in signature practices that include, Reading Foundations of the Common Core, Guided Reading and Reader's and Writer's Workshop.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Provide on-going coaching opportunities during the instructional day - focus by grade level.

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize MIND ST math program to enhance. spatial temporal awareness.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Monitor 90-minutes of weekly completion

# Annual Review

## SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

Our staff is working together within their grade level teams to collaborate, analyze data and work together to find ways to meet the needs of students who are not showing proficiency.

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

There are 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.

The only significant difference is that strategies/activities listed in the 21-22 SPSA Goal 2 have been added to Goal 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 Subject

Student Outcomes

## LEA/LCAP Goal

LCAP Goal 2: Exemplary Student Outcomes

## Goal 2

Instructional excellence leading to achievement by all students.

Objective: All students not meeting proficiency will increase achievement to the next proficiency level. All students at or above proficiency will maintain or advance achievement as measured by District benchmark results and CAASPP results.

## Identified Need

Our teachers have been working to increase student engagement, provide tasks that encourage productive struggle and get students to have more discourse with one another to discover the learning before it is taught.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Our Rossmoor Staff will:

- Analyze District benchmark data from Illuminate to drive instruction and create collaborative assessments.
- Focus on purposeful instruction as it relates to algebraic thinking and problem solving.
- Work collaboratively as grade level teams to write common CGI problems and incorporate STEM activities into weekly instruction.
- Focus on purposeful instruction based on data to guide and inform instruction for specific student needs.
- Work collaboratively as teams to identify needs to create effective instruction. Use student work sample to serve as examples of expected level of rigor in ELA.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

0

Source(s)

District Funded  
None Specified  
Weekly release time and staff meeting time will be used to complete action items

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

None Specified  
None Specified

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

None Specified  
None Specified

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

None Specified  
None Specified

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

None Specified  
None Specified

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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 deleted.

### **ANALYSIS**

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

Continued collaboration and planning to meet students specific needs who are not showing proficiency.

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

There are not major differences between planned and implemented strategies/activities.

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

The only significant change is that strategies/activities listed in the 21-22 SPSA Goal 2 were moved to Goal 1 to align with the District LCAP.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connections

## LEA/LCAP Goal

LCAP Goal 3: Exemplary Connections

## Goal 3

To increase student and parent connections.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Implement social skills development program in conjunction with Wellness Counselors

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain accurate student attendance records. Promptly report attendance to parents.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

0

Source(s)

District Funded  
None Specified  
Mail letters regarding unsatisfactory attendance.  
  
Hold attendance conferences and with parents and come up with a contract or action plan to closely monitor student attendance. Give out monthly attendance awards for perfect attendance.

## Annual Review

**SPSA Year Reviewed: 2021-22**

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 deleted.

### ANALYSIS

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

Mental health counselor and a dedicated well space. Rossmoor elementary continues to provide opportunities for students and parents to get connected to campus.

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

There are 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.

The only significant difference is that strategies/activities listed in the 21-22 SPSA Goal 3 have been moved to Goal 1 to align with the LCAP.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,815.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 (\$)
District Funded	\$0.00
LCFF - Supplemental	\$54,815.00

Subtotal of state or local funds included for this school: \$54,815.00

Total of federal, state, and/or local funds for this school: \$54,815.00

# 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 - Base	29,775.00	29,775.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	54,815.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	54,815.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	54,815.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	54,815.00
Goal 2	0.00
Goal 3	0.00



# 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
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Amy Coltey / Valerie Miller	Principal
Brandon Julian	Other School Staff
Michelle Hogan	Parent or Community Member
Kristie Opfer	Classroom Teacher
Stacey Sanchez	Parent or Community Member
Velma Freyre	Classroom Teacher
Ksatria Williams	Parent or Community Member
Sunah Kim	Parent or Community Member
Beth Ellis	Classroom Teacher
Brian Nguyen	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 January 23, 2023.

Attested:

Principal, Val Miller on January 23, 2023

SSC Chairperson, Michelle Hogan on January 23, 2023

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

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