



# 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
Roosevelt Elementary School	19-64980-6022610	11/19/20	

## 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)

We do not receive Title 1 funding

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 purpose for the SPSA is to describe the plan in place that provides a quality education to all students and closes the opportunity and achievement gap. The plan is based on a variety of summative and formative data, LCAP goals, and state standards.

# 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).

A parent survey is sent out by the District office once every two years. This survey provides the district information about parent involvement and satisfaction. Students in grades 3-5 are surveyed regarding school climate, (Healthy Kids Survey) and bullying (Olweus report). These surveys take place once a year. (see attached). Findings from these surveys from the 2018-19 school year indicate that bullying is far below the national average and Roosevelt students feel safe at school. Schools closed on March 13, 2020, resulting in a lack of student survey data. Additionally, parent and staff surveys regarding Distance Learning have been distributed and the results are pending. (October 2020)

## Classroom Observations

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

The administrators walk through and/or observe in classrooms frequently throughout the week. Administrators have observed the instructional emphasis on the Roosevelt strategic focus of discourse across the curriculum both verbally and in writing. For the 2020-21 school year, the specific target is discourse in math which is supported by school wide PD from UCLA. Additionally, teachers have recently attended Social Justice Workshops from Columbia University Teachers College and are exploring Social Justice Standards and how to lead discussions with students during SEL time, and embed these standards into the reading, writing, and math curriculum. During classroom observations, administrators also take note of classroom management strategies, classroom environment, (teacher tone), thoughtful lesson preparation, and student engagement. Teachers are provided with notes from the administrators regarding these observations and walk throughs. Teacher evaluations are conducted every five years and over the past 2 years, over 24 evaluations were completed. District leadership, including school board members are invited to attend walk throughs and observations at their convenience.

## 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)

Roosevelt Elementary utilizes quarterly district Interim Benchmark Assessments for all grade levels K-5, and CAASPP for grades 3-5 in the spring. The Interim Benchmark Assessments results are reviewed and analyzed by each grade level team as lead data for planning and implementing instruction. Additionally, teachers in each grade level analyze CAASPP scores in the fall of each year as lag data to plan small group work with strategically targeted instruction. CAASPP also informs collaboration across grade levels for the purpose of determining trends in areas for growth. In 2019-20 school year, CAASPP assessments were not administered, therefore data is not available regarding student performance. For the 2020-21 school year, Roosevelt is administering Running Records, FastBridge assessments, and Interim Benchmark Assessments(IAB). The 2021 CAASPP assessments are TBD.

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

Data from district and teacher assessments are used to inform instruction and develop programs to meet the needs of all students. Teachers use Fountas and Pinnell Reading Assessment, FastBridge, Teachers College (TC) Reading and Writing Workshop Running Records and Rubrics, and Cognitively Guided Instruction (CGI) assessments along with teacher created formative assessments to inform instruction. All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on skill or on level, or may be grouped in multi-level groups. Data is consistently reviewed and teachers modify their instruction to address student needs. Teachers collaborate monthly in their grade level PLC to analyze data, examine student work samples, and develop plans for instruction and student progress.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Requirements are met.

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

All teachers and students have access to Columbia University Teachers College Reading and Writing Workshop instructional materials. Teachers participate in district provided professional development for NGSS, Social Justice Standards, and Restorative Justice. Site -based professional development is provided by Teachers College staff developers (10 days of training per year), and UCLA Math Workshop staff developers (10 days per year). Additionally, professional development is provided by fellow teachers and administrators one time per month during banked time.

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

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials and professional development focused on the locally-adopted, standards-aligned RLA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

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

Coaching from our Instructional Coach is on-going. Our school psychologist and SAI teachers help provide input and assistance with students with special needs. Administrators do walk throughs regularly and provide input and assistance with instructional strategies and content.

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

All grade levels meet in their grade level groups at least one time per month; however, they frequently meet during their lunch times or prep times to share content, collaborate, and review assessments. Additionally, teachers collaborate in staff meetings and during PD with TC and UCLA Math Workshops.

## Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.



Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)  
Tier III intervention is provided. Schedules are flexible so teachers can intervene with students who require assistance.

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

All students have text books available. Further, the school has purchased Leveled Literacy Intervention Kits, Teachers College Readers and Writers Workshop Units of Study, Teachers College Phonics Units, Lexia and Freckle, MyOn for leveled library student access and TC Virtual Units of Study for Distance Learning.

## Opportunity and Equal Educational Access

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

Students who are underperforming are supported through Tier II and Tier III interventions including small group instruction within the classroom, re-teaching of concepts to whole class, small group pull out for interventions, and work with the Instructional Coach and/or Instructional Assistants in a small group. Additionally, teachers implement conferring conferences in reading, writing, and math for students in a one-on-one setting.

Evidence-based educational practices to raise student achievement

Cognitively Guided Instruction (CGI) is implemented in math, and Columbia University Teachers College Reading and Writing Units of Study are utilized along with Lexia and Freckle to assist students. Additionally, teachers embed TC Virtual mini-lessons for phonics, reading and writing during asynchronous instruction.

## Parental Engagement

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

Parent education is provided as needed. Topics include how to support students emotionally and academically. Parent-teacher conferences provide parents with information and assistance in order to assist their children. Assistance through the ELAC is provided as well. Student Success Team meetings include a parent component that determine resources that can assist students.

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)

Parents are part of the PTA, Site Governance, and ELAC. All these committees meet once a month with the exception of ELAC that meets four times per year. These committees help develop the direction of the school regarding SPSA goals and vote on funding allocations.

## Funding

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

Tier III intervention provided by the Literacy Coach overseeing paraprofessionals using the Leveled Literacy Program and SIPS programs. Materials and professional development is provided to teachers to assist with students who are underperforming. Further counseling services are available.

## Stakeholder Involvement

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

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

Administration collaborates with Site Governance, ELAC, PTA, and Site Leadership Team (SLT) to determine SPSA Goals. Collaboration is ongoing throughout the school year and each stakeholder group meets monthly to discuss school climate and culture, school safety, academic progress, and meeting the needs of EL and special education students. Although we continue to hold ELAC meetings, parent interest as members of ELAC is challenging. Our SSC is now overseeing the responsibilities to our EL families at this time. We continue to implement a variety of parent outreach action steps in hopes of garnering interest of membership to ELAC, and understand that these are challenging times for families in a pandemic.

## Resource Inequities

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

There are no resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.51%	0.13%	0.13%	4	1	1
African American	2.92%	3.93%	3.31%	23	30	25
Asian	9.39%	10.22%	10.6%	74	78	80
Filipino	0.89%	0.66%	0.66%	7	5	5
Hispanic/Latino	9.64%	10.48%	11.66%	76	80	88
Pacific Islander	0.13%	0.26%	0.53%	1	2	4
White	72.34%	71.69%	70.2%	570	547	530
Multiple/No Response	0.51%	0.79%	1.72%	4	6	9
Total Enrollment				788	763	755

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	137	142	135
Grade 1	127	112	118
Grade 2	124	133	123
Grade3	113	116	135
Grade 4	140	119	123
Grade 5	147	141	121
Total Enrollment	788	763	755

### Conclusions based on this data:

1. This data reflects our enrollment before the COVID -19 Pandemic that closed schools on March 13, 2020

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	69	68	75	8.8%	8.9%	9.9%
Fluent English Proficient (FEP)	90	92	80	11.4%	12.1%	10.6%
Reclassified Fluent English Proficient (RFEP)	8	10	3	11.0%	14.5%	4.4%

### Conclusions based on this data:

1. This data reflects the EL enrollment data before Covid-19 Pandemic. Schools closed on March 13, 2020.



# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	113	118	130	106	106	130	106	106	95.6	93.8	89.8
Grade 4	147	144	117	141	138	110	141	138	110	95.9	95.8	94
Grade 5	145	147	140	141	136	131	140	136	131	97.2	92.5	93.6
All Grades	428	404	375	412	380	347	411	380	347	96.3	94.1	92.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2505.	2477.	2485.	62.31	56.60	53.77	23.08	16.98	18.87	9.23	16.04	18.87	5.38	10.38	8.49
Grade 4	2563.	2567.	2541.	71.63	73.91	63.64	16.31	12.32	18.18	9.22	7.97	7.27	2.84	5.80	10.91
Grade 5	2581.	2590.	2604.	57.86	57.35	65.65	26.43	25.74	23.66	8.57	9.56	7.63	7.14	7.35	3.05
All Grades	N/A	N/A	N/A	63.99	63.16	61.38	21.90	18.42	20.46	9.00	10.79	10.95	5.11	7.63	7.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	60.77	52.83	55.66	31.54	39.62	35.85	7.69	7.55	8.49
Grade 4	61.70	60.87	60.00	34.75	34.78	27.27	3.55	4.35	12.73
Grade 5	53.57	64.71	63.36	37.86	26.47	35.11	8.57	8.82	1.53
All Grades	58.64	60.00	59.94	34.79	33.16	32.85	6.57	6.84	7.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.92	40.57	27.36	37.69	47.17	54.72	5.38	12.26	17.92
Grade 4	61.70	64.49	50.00	35.46	28.26	38.18	2.84	7.25	11.82
Grade 5	63.57	56.62	66.41	30.00	35.29	27.48	6.43	8.09	6.11
All Grades	60.83	55.00	49.28	34.31	36.05	39.19	4.87	8.95	11.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.31	43.40	42.45	54.62	49.06	50.94	3.08	7.55	6.60
Grade 4	50.35	47.83	43.64	46.10	50.00	48.18	3.55	2.17	8.18
Grade 5	40.00	49.26	48.09	55.00	43.38	48.09	5.00	7.35	3.82
All Grades	44.28	47.11	44.96	51.82	47.37	48.99	3.89	5.53	6.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65.38	50.94	49.06	31.54	37.74	45.28	3.08	11.32	5.66
Grade 4	65.96	68.84	54.13	31.21	27.54	35.78	2.84	3.62	10.09
Grade 5	63.57	65.44	68.70	30.00	28.68	27.48	6.43	5.88	3.82
All Grades	64.96	62.63	58.09	30.90	30.79	35.55	4.14	6.58	6.36

**Conclusions based on this data:**

1. This data is obsolete and does not reflect 2019 CAASPP scores or the 2020 CAASPP scores due to COVID 19 Pandemic.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	113	118	130	106	108	130	106	108	95.6	93.8	91.5
Grade 4	147	144	117	141	138	110	141	138	110	95.9	95.8	94
Grade 5	145	147	140	141	140	131	141	140	131	97.2	95.2	93.6
All Grades	428	404	375	412	384	349	412	384	349	96.3	95	93.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2504.	2457.	2476.	54.62	38.68	41.67	32.31	26.42	29.63	9.23	17.92	13.89	3.85	16.98	14.81
Grade 4	2553.	2550.	2549.	56.74	54.35	56.36	27.66	28.99	21.82	12.77	9.42	15.45	2.84	7.25	6.36
Grade 5	2579.	2583.	2586.	56.03	58.57	51.15	19.15	20.00	29.77	17.02	13.57	13.74	7.80	7.86	5.34
All Grades	N/A	N/A	N/A	55.83	51.56	49.86	26.21	25.00	27.22	13.11	13.28	14.33	4.85	10.16	8.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72.31	48.11	54.63	19.23	27.36	25.93	8.46	24.53	19.44
Grade 4	73.05	64.49	66.36	19.86	23.91	24.55	7.09	11.59	9.09
Grade 5	64.54	62.14	63.36	24.11	25.71	27.48	11.35	12.14	9.16
All Grades	69.90	59.11	61.60	21.12	25.52	26.07	8.98	15.36	12.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62.31	43.40	50.00	33.08	35.85	36.11	4.62	20.75	13.89
Grade 4	61.70	54.35	53.64	33.33	36.96	32.73	4.96	8.70	13.64
Grade 5	56.03	54.29	48.09	32.62	33.57	45.04	11.35	12.14	6.87
All Grades	59.95	51.30	50.43	33.01	35.42	38.40	7.04	13.28	11.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.85	37.74	50.00	31.54	48.11	37.04	4.62	14.15	12.96
Grade 4	63.12	63.04	60.00	30.50	31.16	30.00	6.38	5.80	10.00
Grade 5	53.90	50.00	49.62	34.75	39.29	44.27	11.35	10.71	6.11
All Grades	60.19	51.30	53.01	32.28	38.80	37.54	7.52	9.90	9.46

Conclusions based on this data:

1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1473.7	1480.5	1479.1	1500.9	1461.3	1432.8	16	17
Grade 1	1499.4	1500.7	1523.6	1517.1	1474.7	1483.7	16	17
Grade 2	1565.8	1544.7	1567.7	1591.9	1563.4	1496.9	15	18
Grade 3	*	*	*	*	*	*	*	10
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	7
All Grades							67	76

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	58.82	*	23.53	*	11.76	*	5.88	16	17
1	87.50	29.41		52.94		17.65	*	0.00	16	17
2	86.67	72.22	*	16.67		5.56		5.56	15	18
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	70.15	48.68	17.91	31.58	*	11.84	*	7.89	67	76

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	70.59	*	11.76		11.76	*	5.88	16	17
1	87.50	58.82		35.29	*	5.88	*	0.00	16	17
2	86.67	88.89		5.56	*	0.00		5.56	15	18
3	*	*		*		*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	76.12	68.42	*	15.79	*	7.89	*	7.89	67	76

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.76	*	58.82	*	23.53		5.88	16	17
1	68.75	11.76	*	52.94		35.29	*	0.00	16	17
2	*	5.56	*	72.22	*	11.11		11.11	15	18
3	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	43.28	10.53	34.33	51.32	*	30.26	*	7.89	67	76

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	75.00	70.59	*	23.53		5.88	16	17	
1	81.25	64.71	*	35.29	*	0.00	16	17	
2	73.33	66.67	*	27.78		5.56	15	18	
3	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
All Grades	62.69	59.21	31.34	30.26	*	10.53	67	76	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	68.75	70.59	*	17.65	*	11.76	16	17	
1	87.50	52.94		47.06	*	0.00	16	17	
2	86.67	88.89	*	5.56		5.56	15	18	
All Grades	80.60	71.05	*	21.05	*	7.89	67	76	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	5.88	*	88.24		5.88	16	17	
1	87.50	41.18		58.82	*	0.00	16	17	
2	*	27.78	*	61.11		11.11	15	18	
3	*	*	*	*	*	*	*	*	
All Grades	53.73	22.37	38.81	67.11	*	10.53	67	76	



Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	70.59	*	11.76	*	17.65	16	17
<b>1</b>	*	5.88	*	88.24	*	5.88	16	17
<b>2</b>	*	5.56	*	88.89		5.56	15	18
<b>4</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	37.31	27.63	53.73	64.47	*	7.89	67	76

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
763	12.3	8.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	8.9
Homeless	6	0.8
Socioeconomically Disadvantaged	94	12.3
Students with Disabilities	84	11.0





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	3.9
American Indian	1	0.1
Asian	78	10.2
Filipino	5	0.7
Hispanic	80	10.5
Two or More Races	14	1.8
Pacific Islander	2	0.3
White	547	71.7

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

1.

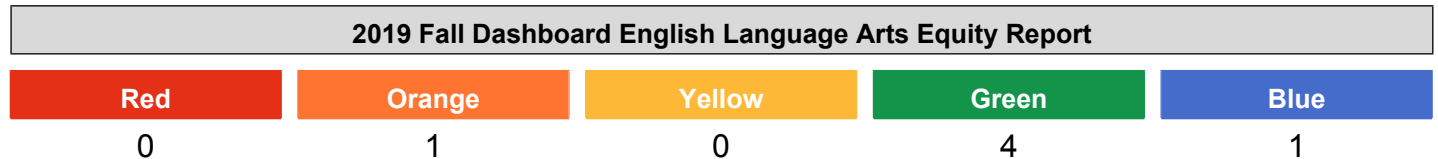
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners		Foster Youth		
 Blue 78.3 points above standard Maintained 0 points 335	 Green 39.3 points above standard Declined -5.2 points 30		 No Performance Color 0 Students		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 18.7 points above standard Maintained -0.4 points 49		 Orange 11.5 points below standard Maintained -0.6 points 44		

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 1.8 points above standard 16	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Green 94 points above standard Declined -3 points 30	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Green 31.9 points above standard Declined -12.3 points 42	<b>Two or More Races</b>  No Performance Color 87.6 points above standard Declined Significantly -18.6 points 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 88.3 points above standard Increased ++8.4 points 220

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 30.6 points below standard Declined Significantly -32.3 points 15	<b>Reclassified English Learners</b> 109.1 points above standard Increased Significantly ++30.9 points 15	<b>English Only</b> 79 points above standard Maintained -0.5 points 274
---	---	--

#### Conclusions based on this data:

1.

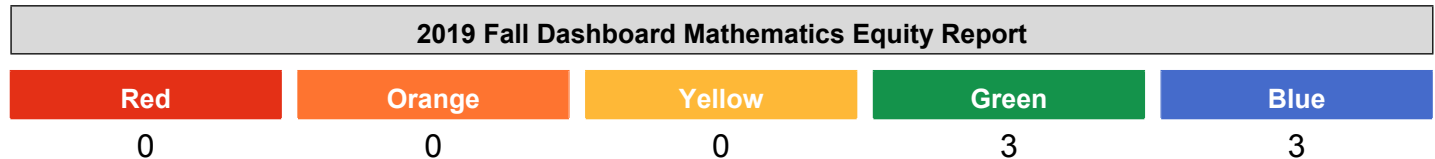
# School and Student Performance Data

## Academic Performance Mathematics






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



This section provides number of student groups in each color.










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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 57.7 points above standard Increased ++6.9 points 332	<b>English Learners</b>  Green 9.2 points above standard Declined -12.3 points 30	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Socioeconomically Disadvantaged</b>  Blue 5.8 points above standard Increased Significantly ++17 points 47	<b>Students with Disabilities</b>  Green 15.3 points below standard Increased ++10.9 points 42



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 8.8 points above standard 15	<b>American Indian</b> 	<b>Asian</b>  Blue 88.6 points above standard Increased ++8.4 points 30	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Hispanic</b>  Green 10 points above standard Increased ++8.5 points 40	<b>Two or More Races</b>  No Performance Color 54.8 points above standard Declined -10.7 points 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 64.2 points above standard Increased ++10.6 points 220

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 49.1 points below standard Declined Significantly -21.5 points 15	<b>Reclassified English Learners</b> 67.5 points above standard Increased ++9.6 points 15	<b>English Only</b> 58.7 points above standard Increased ++8.2 points 271
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**Conclusions based on this data:**

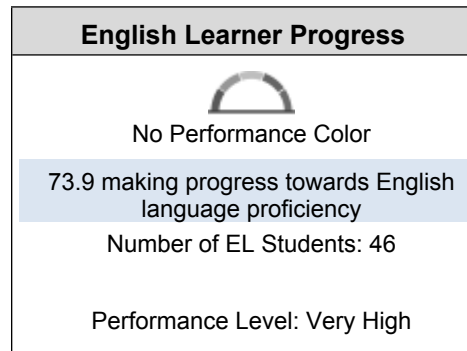
1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.8	15.2	21.7	52.1

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

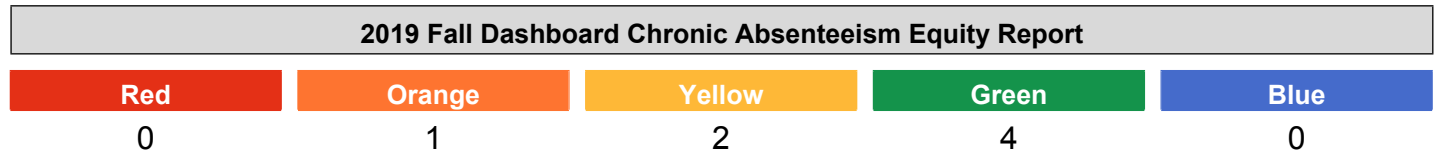
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 7 Maintained +0.1 797	<b>English Learners</b>  Green 6.2 Declined -2.4 81	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Homeless</b>  No Performance Color 58.3 Declined -8.3 12	<b>Socioeconomically Disadvantaged</b>  Yellow 14.8 Declined -4.2 122	<b>Students with Disabilities</b>  Green 6.5 Declined -2.3 92

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>27.3</div> Increased +13.5 33	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Green <div>4.8</div> Maintained -0.4 84	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Yellow <div>8.4</div> Maintained -0.2 83	<b>Two or More Races</b>  Orange <div>13.3</div> Increased +7.3 30	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  Green <div>5.8</div> Declined -0.5 554

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.



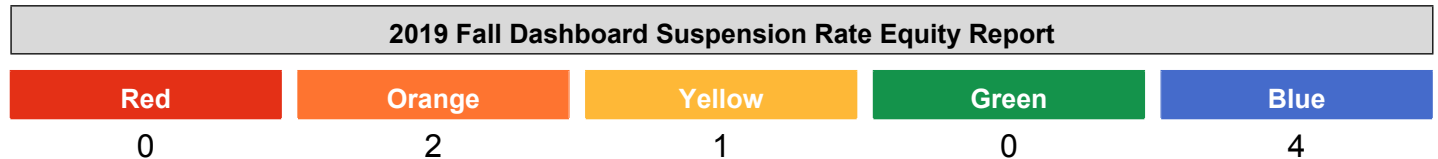
# School and Student Performance Data

## Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0.1 Maintained +0.1 804	 Blue 0 Maintained 0 81	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 8.3 Increased +8.3 12	 Yellow 0.8 Increased +0.8 123	 Orange 1.1 Increased +1.1 92

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Maintained 0 33	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Blue 0 Maintained 0 87	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 8
<b>Hispanic</b>  Orange 1.2 Increased +1.2 85	<b>Two or More Races</b>  Blue 0 Maintained 0 30	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 4	<b>White</b>  Blue 0 Maintained 0 556

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.1

Conclusions based on this data:

1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All graduates are ready for college and careers.

## Goal 1

All students will demonstrate growth in number sense and problem solving and use evidence to support their thinking.

## Identified Need

In analyzing the last three years of CAASPP data, our CAASPP scores indicate that there is a lack of progress/growth in math. Scores continue to hover at 77% of our students who meet or exceed standards. Our district has recently implemented benchmark interim assessments that can inform and drive targeted instruction. Analyzing and utilizing the benchmark assessment data in conjunction with formative math unit assessments, and observations, supports teachers in planning and implementing targeted instruction in areas of needed improvement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017- 2019 CAASPP math scores	77% meet or exceed standards	Growth in number sense and problem solving

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

Grade level teams meet monthly to analyze student work and assessment data in math. Our grade level teams meet once a month as a PLC to review and analyze student work samples and assessments to determine students strengths and areas for growth. They also plan learning activities around their UCLA Math PD in Counting Collections and Choral Counting work. Teachers share artifacts from these activities to reflect on and revise their instruction for targeted areas of student needs.

### 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	Other None Specified
0	Other None Specified
	Other None Specified

## 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

UCLA Math Workshop PD for teachers in TK-5th grade throughout the school year. Staff Developers from UCLA Math workshop have contracted with us to provide year round professional development for all teachers. We have implemented a "workshop model" so that teachers and students benefit from working with students directly in the classroom while the staff developer models and observes teachers' practice. Staff Developers provide feedback, alternative instructional approaches, and support teachers with planning and revising their 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)
12,650	District Funded 5800: Professional/Consulting Services And Operating Expenditures
	Other None Specified

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Teacher Book Study: Children's Mathematics and Advanced Children's Mathematics. All teachers participate in the book study and are guided by UCLA Staff Developers to discuss and implement the concepts from this book.

**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)
1814	District Funded 5800: Professional/Consulting Services And Operating Expenditures Staff PD

**Strategy/Activity 4**

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

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

All Upper Grade Students (3rd-5th)
------------------------------------

**Strategy/Activity**

Upper Grade students practice basic math and problem solving skills using Freckly Math Licenses (technology)
--

**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)
5625	District Funded 5800: Professional/Consulting Services And Operating Expenditures Books and materials
	Other 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.

Amount(s)	Source(s)
	Other None Specified

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**Strategy/Activity 6**

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

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

All Students
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Strategy/Activity

Family Math Nights: All students and families are provided the opportunity to explore math through games, puzzles, and discussion on Virtual Family Math Nights. Roosevelt provides one Virtual Family Math Night for primary students and one for upper grade students. Virtual Family Math Nights are hosted by our 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)

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Source(s)

Other None Specified
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**Strategy/Activity 7**

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

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

All students
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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.

Amount(s)

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Source(s)

Other None Specified
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Other None Specified
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**Strategy/Activity 8**

**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.

Amount(s)	Source(s)
	Other None Specified Books
	Other None Specified
	Other None Specified

**Strategy/Activity 9**

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

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

All Students

**Strategy/Activity**

Allocate additional PLC time to examine and norm student work samples across grade levels for vertical alignment of writing discourse in math

**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)
2500.	Site Formula Funds None Specified Teachers

**Strategy/Activity 10**

**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.

Amount(s)	Source(s)
	Other None Specified

	Other None Specified

### Strategy/Activity 11

#### 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.

Amount(s)

Source(s)

### Strategy/Activity 12

#### 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.

Amount(s)

Source(s)

### Strategy/Activity 13

#### 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.

Amount(s)

Source(s)

	None Specified Reading Intervention
0	Other None Specified Reading Intervention

### Strategy/Activity 14

#### 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.

Amount(s)	Source(s)
0	Other None Specified

### Strategy/Activity 15

#### 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.

Amount(s)	Source(s)
	Other None Specified

### Strategy/Activity 16

#### 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.

Amount(s)	Source(s)
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Other  
None Specified

### Strategy/Activity 17

#### 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.

Amount(s)

Source(s)

Other  
None Specified

Other  
None Specified

### Strategy/Activity 18

#### 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.

Amount(s)

Source(s)

Other  
None Specified

Other  
None Specified

### Strategy/Activity 19

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

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

Strategy/Activity

Teacher Supplies: PTA has allocated funds for each teacher to enhance their curriculum with resources directly related to our Strategic Focus in Discourse across the curriculum verbally and in writing in which students use evidence to support their thinking.

## Curriculum Enhancement Money Teacher Supplies

### 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)

12000.

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Supplies and Materials

Other  
None Specified

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Due to COVID 19, there was an interruption of instruction from March 13, 2020 until the 2020-21 school year started. We are now continuing the implementation of strategies set forth in the 2020 SPSA in a virtual learning environment. The effectiveness of the activities in reaching GOAL 1 remains to be seen as the school year unfolds and assessments are determined.

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

Distance Learning is the primary modality for teaching and learning.

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.

As we remain in Distance Learning, we have continued to have the benefit of TC and UCLA workshop PD's for teachers. Through these workshops teachers are learning how to incorporate a variety of tech platforms to enhance teaching and learning that ensure the fidelity of our student-centered instructional approach to learning. Many assessments are now available to administer online and teachers are able to more accurately track progress and target instruction based on student needs.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

## Goal 2

Analysis of both formative and summative assessments including Running Records, FastBridge Data, SBAC Scores, teacher created assessments and the percentage of English Learners (EL) making progress towards proficiency in English as measured by ELPAC (see attachment), and student progress in SIPPS and/or English 3D indicate that our goal for English Learners this year is to increase student achievement in a virtual learning environment.

## Identified Need

Based on analysis of both formative and summative data, it is indicated that our EL students continue to need targeted support in reading, writing, and math. Ongoing targeted instruction in vocabulary development, reading for understanding, and problem solving in all academic core subjects is necessary for students to improve their verbal and writing skills as well as reading comprehension skills.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA and Math CAASPP scores, Fastbridge data, Running Records, and ELPAC scores.	2019 ELA CAASPP Scores for EL Students: 38% proficient.	EL students will demonstrate growth in both verbal and writing skills, and reading comprehension.

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)

EL students

### Strategy/Activity

All students that are identified as English Learners according to the district Home Language Survey receive ELPAC Testing.

### 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  
CELDT Testing

## Strategy/Activity 2

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

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

All EL Students

### Strategy/Activity

All students identified as EL receive integrated classroom EL instruction based on their language needs: Teachers will embed EL strategies and interventions to differentiate instruction for EL learners.

### 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)

Other  
None Specified

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

All teachers will participate in ongoing professional development in integrated and designated English Language Development (ELD) practices: PD is provided monthly by our Literacy Coach and Leveled Literacy Interventionist to all teaching staff on CA EL Standards, strategies, and interventions to use in the classroom.

### 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)

Other  
None Specified  
Staff PD

## Strategy/Activity 4

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

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

EL Students

#### Strategy/Activity

4th and 5th Grade students in danger of becoming Long Term English Learners (LTEL) will participate in the English 3D program: Our Leveled Literacy Interventionist provides English 3D instruction as a pull-out model.

#### 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  
EL Student Support

#### Strategy/Activity 5

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

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

EL Students

#### Strategy/Activity

Roosevelt students who are newcomers to the language (CELDT Beginning Level), will receive support through our Literacy Coach and Literacy Interventionist, and access to all intervention software

#### 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)

None Specified  
EL Student Support

#### 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

Provide visuals and other EL supplies for all classrooms

#### 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)

1000.

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Books and supplies

## 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

Provide Digital Version of Words Their Way and Just Right Books to support language development

### 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)

50.

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Books and supplies

## Strategy/Activity 8

### 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.

Amount(s)

0.

Source(s)

None Specified

## Strategy/Activity 9

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

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

Strategy/Activity

All classrooms will have sentence frames displayed and available to students to support academic discourse across the curriculum

### 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.	None Specified Instructional Student Support

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

Due to COVID 19, there was an interruption of instruction from March 13, 2020 until this new 2020-21 school year started. We are now continuing the implementation of strategies set forth in the 2020 SPSA in a virtual learning environment. The effectiveness of the activities in reaching GOAL 2 remains to be seen as the school year unfolds and assessments are determined.

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

Distance Learning is the primary instructional model for teaching and learning.

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.

As we remain in DL, teachers are now optimizing instruction with Designated EL time in addition to their small group work and conferring for general academic core subjects. Additionally, TC Phonics units of study have expanded EL lessons that all our students in K-2nd grade can now benefit from.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

## Goal 3

Provide a Safe and Nurturing School Community

## Identified Need

Through the joint effort of all stakeholders, Roosevelt strives to create an inclusive community where diversity is celebrated, both staff and students feel empowered to solve and prevent issues, and safety is a priority. We aim to provide every student with the tools and opportunities he or she needs to navigate and thrive daily in our learning community. To this end, we equip students with conflict management skills, character building education, and anti-bullying practices from TK to 5th Grade. The Roosevelt School Climate Goal is to further develop and strengthen an inclusive school community through sustaining parent and teacher committees, Cool Tools instruction, Olweus Anti-Bullying lessons, Character Trait of the month, spirit assemblies, routine classroom visitations by administrators, frequent communication through family newsletters, PTA Teddy Times and Blackboard Connect messaging, Parent Education Workshops, and family engagement events. Additionally, our staff implements social/emotional learning time (SEL), to teach social justice standards and how to be sensitive and respectful to others.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTA event attendance records, school events attendance records, number of non-SPED special programs related disciplinary referrals from 2019-2020 school year.	Overall average of family attendance to PTA events:	Increased family attendance by 10% to all school events. Decrease in discipline referrals by 10%.

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

Implementation of Cool Tools:

A conflict resolution program that teaches students the skills needed to build and repair relationships with peers. Each classroom has a Cool Tools kit and teachers deliver lessons related to various tools for conflict management. All parent volunteers are required to take a class on the Cool Tools program prior to being cleared as a parent volunteer. This ensures the tools and language for conflict management are being used by all adults who support students at school. In addition, all student support staff including P.E. Coaches, Instructional Assistants, and Noon Duty Supervisors are provided with Cool Tools training to ensure consistency of approach and common language to all our students when problem solving social conflict.

### 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)

100.

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Supplies

## 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

Implementation of Character Book of the Month Program: Students in every classroom K-5 read a book related to building positive character traits. Teachers deliver lessons to connect the traits reflected in the text to their daily lives here at school and students are encouraged to visit local libraries to check out monthly character book to read at home with their families. This year is Cycle 5 of 6 cycles. The program includes the following titles and character traits:  
August: Cool Tools

September: Cool Tools  
 October: Friendship  
 Nov.-Dec. Citizenship  
 Jan./Feb.: Cooperation  
 March-April: Honesty  
 May-June: Perseverance

### 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)

200.00

Source(s)

Parent-Teacher Association (PTA)  
 4000-4999: Books And Supplies  
 Ongoing Book Replacement

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Olweus Anti-Bullying Prevention Program (Stand By Me): 2020-2021 marks the 10th school year of implementing this anti-Bullying program at Roosevelt. This program works to empower the bystander to recognize and react to signs of bullying. Each student is taught the four rules of anti-bullying at Roosevelt. They are:

Rule #1: At Roosevelt, my friends Stand By Me. We do not bully others.

Rule #2: We will try to help other students who are being targeted, hurt, or bullied.

Rule 3#: We will help all students that are not being included.

Rule #4: When we know that someone is being targeted, hurt, or bullied, we will tell an adult at school and an adult at home.

### 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)

100.

Source(s)

Site Formula Funds  
 4000-4999: Books And Supplies  
 Olweus Materials / Assemblies

Other  
 None Specified

Other

	None Specified
	Other None Specified

#### 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

Family Literacy and Math Nights: Teachers provide four evenings of family engagement through games and activities centered around math, reading, and writing. Each evening is specifically designed for primary and/or upper grades.

##### 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)

500.

##### Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Certificated staff

#### Strategy/Activity 5

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

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

All students

##### Strategy/Activity

Provide alternative recess activities and grade level barbecue picnic lunches. Our PTA and School Culture & Climate Committee provide a regular schedule of alternative recess activities (eg. art, science, photography, games) for students of varying interests. The addition of these activities will reduce lunchtime conflicts and support relationship building around common interests. It will also support different scenarios in which students can use their creativity and foster new friendships. The addition of these shared experiences will bring a small school feel to a large student body. TK and Kindergarten are included in Barbecue Picnic Lunches. (These activities are pending school re-opening and LACDH guidelines)

##### 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)

200.00

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Alternative Lunch Activities

## 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

Provide counseling in small groups and one-on-one for students in need of support. Counseling focuses on social skills and coping with family changes. We offer a total of 20 hours a week of counseling services to our students in all grade levels. 5 hours are provided by SMMUSD and 15 hours are provided by the Westside Women's Clinic.

### 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)

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
Counseling

## Strategy/Activity 7

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

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

EL Students

Strategy/Activity

ELAC: English Language Advisory Committee provides support for families in which English is a second language. Meetings are held four times a year to inform families of school-wide events, free instructional technology programs, school information, community resources, and to field questions.

### 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)

300.00

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
ELAC Support

## Strategy/Activity 8

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

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

All students

### Strategy/Activity

School Spirit Assemblies promote school spirit in a variety of ways including singing our new school song, messaging Cool Tool and anti-bullying strategies, promoting Character of the Month Traits, Student Performances, and promoting attendance to site-based special events for families (assemblies will resume pending re-opening of school and LACDH guidelines)

### 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)

None Specified  
Spirit Assemblies

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

Learning about our School and District Workshops supports families in becoming familiar with our school site operations and district operations. Parents develop their leadership skills for participation in school-based decision making, activities and events. (takes the place of PTA School Smarts program)

### 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)

Site Formula Funds  
5000-5999: Services And Other Operating  
Expenditures  
Roosevelt Parent Workshops

## Strategy/Activity 10

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

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

All students

### Strategy/Activity



PTA meetings and community -building events held at least three times a month throughout the school year

### **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)

Parent-Teacher Association (PTA)  
None Specified  
School Events

### **Strategy/Activity 11**

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

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

All students

Strategy/Activity

Parent Volunteer Safety Committee established and is a sub committee of the Site Governance Committee with a Site Governance member to chair the Safety Committee.

### **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)

Site Formula Funds  
None Specified  
Committee

### **Strategy/Activity 12**

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

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

All students

Strategy/Activity

Continue the 3 R's (Rights, Responsibility, Respect), to all students and consistently reinforce in classrooms, hallways, playgrounds. Distribute 3R's tickets for recognition and positive reinforcement of the 3R's. This strategy informs all students of Roosevelt school wide rules. Staff consistently implements and reinforces school rules so that all students benefit from a calm and respectful learning environment both in the classroom and on the playground. (resumes pending school re-opening and LACDH guidelines)

### **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)

100.

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Certificated Staff

### **Strategy/Activity 13**

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

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

All students

Strategy/Activity

Parent Education Workshops in social/emotional well being. Four workshops are scheduled for the 2020-2021 school year that include the following topics: Bullying, Power Struggles with your child, Mindfulness, and Your Child's Behavioral Changes when transitioning from elementary to middle school. All presentations are provided by site and district staff. ( This is currently a virtual workshop series on Zoom)

#### **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)

300.

Source(s)

Site Formula Funds  
5800: Professional/Consulting Services And  
Operating Expenditures  
Certificated Staff

### **Strategy/Activity 14**

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

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

All students

Strategy/Activity

Coffee with the Principal meetings in which a variety of informative topics are presented that encompass academic and child rearing topics. This event is structured with a presentation and time for Q & A. Topics include pedagogy and instructional approaches for math, reading, and writing. Social/emotional topics that inform developmental stages of students in TK-5th grade, how children play, and communication strategies. (This is currently a virtual event on Zoom)

#### **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)

300.

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies

**Strategy/Activity 15****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Roosevelt in Motion Exercise and wellness program. A parent volunteer is trained with the Schools in Motion director to implement this aerobic/dance activity on late start Wednesdays before school. Additionally, this program encompasses lessons on wellness, nutrition, and physiology. (pending school re-opening and LACDH guidelines)

**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)

Other  
None Specified  
Parent Volunteer

**Strategy/Activity 16****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Monthly Spirit Assemblies (all families invited) This event is intended to develop school spirit, highlight student learning, and provide performance opportunities. (Pending school re-opening and LACDH guidelines)

**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

**Strategy/Activity 17****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Coffee and Bagels on the Lawn. This is a community building event to bring families together and serves as a vehicle for outreach with the Ed Foundation and PTA. (pending school re-opening and LACDH guidelines)

### **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)

1500.

Source(s)

Site Formula Funds  
5000-5999: Services And Other Operating  
Expenditures  
Principal

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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.

In the 2019-20 school year, there was a substantial increase in family engagement at our school site. PTA and school event attendance increased significantly as evidenced by committee meeting sign-in sheets and an increase of funds through fund-raising events, and participation in PTA Annual Giving and Ed Foundation are on the rise. Due to the circumstances of the COVID 19 pandemic, many of these activities have been halted and are pending school re-opening in 2021.

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

In the 2019-20 school year, family participation had increased and we were meeting the allocated budgeted expenditures of the PTA through fund raising, as well as careful planning of the school site budget to implement the strategies/activities of the articulated goal.

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.

Our school campus is closed as we remain in Distance Learning, however, our school library is providing an online check out system with book pick up and drop off. Additionally, we have a regularly scheduled Materials Pick Up Day on Wednesdays, and parents remain actively involved in our garden club and volunteer to maintain school gardens on a regular basis following all safety protocols.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$39,239.00

## 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 (\$)
	\$0.00
District Funded	\$20,089.00
Other	\$0.00
Parent-Teacher Association (PTA)	\$12,400.00
Site Formula Funds	\$6,750.00

Subtotal of state or local funds included for this school: \$39,239.00

Total of federal, state, and/or local funds for this school: \$39,239.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Gerardo Rodriguez	Other School Staff
Kitty Donohoe	Classroom Teacher
Mike Ostrom	Classroom Teacher
Lynda Holeva	Principal
Mara Chenik	Classroom Teacher
Dana DeGregorio	Classroom Teacher
Kat Blandino	Parent or Community Member
Damian Carville	Parent or Community Member
Grace Shu	Parent or Community Member
Victor Thompson	Parent or Community Member
Mollie Esposito	Parent or Community Member
Blythe Holden	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 19,2020.

Attested:



Principal, Lynda Holeva on 11/19/20



SSC Chairperson, Dana DeGregorio on 11/19/20

# 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.**

[Stakeholder 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.

## Stakeholder 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**asurable, **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 Stakeholder 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 (Stakeholder 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/guidanceusesinvestment.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 (Stakeholder 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/guidanceusesinvestment.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/>

Developed by the California Department of Education, January 2019