

School Year: **2022-23**



# 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	5/24/2022	

## Purpose and Description

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

Schoolwide Program

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/staff survey is sent out by the District office once every two years. This survey provides the district information about parent and staff 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. 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. Students returned to in person school for the 2021-22 school year, and the Healthy Kids Survey will be administered in June of 2022. We will consider the data from the 2022 survey to develop new goals in School Climate & Culture for the 2022-23 school year. Additionally, the return to school after a long absence of in-person learning has resulted in the need for additional social/emotional support for Roosevelt students. A social/emotional survey for grades 2nd-5th has been developed and teachers are administering to students by June 3, 2022 in order to accurately determine baseline needs. Staff and students will be provided developmentally appropriate supports and resources as determined by the results of these surveys.

## 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 2022-23 school year, the specific target is discourse in oral language, writing, and math with an emphasis on strategic instruction for English Learners. This emphasis is supported by school-wide PD from Teachers College Reading and Writing Workshop and UCLA CGI Workshop. Additionally, teachers are integrating social justice standards into curricular areas and during SEL time. 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 3 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. CAASPP was administered in May of 2022 and this data will be a factor in revising SPSA goals in the Fall of 2022 as needed. Teachers also administer F&P reading/comprehension assessments, FastBridge assessments, Interim Benchmark Assessments(IAB), Pre/Post Writing assessments from the TC Units of Study, and CGI Math assessments. Analyzing all this assessment data provides a complete picture of our students' academic needs and helps teachers plan specific instruction in a balanced literacy and math curriculum.

#### 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 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, Dreambox, and Freckle to assist students.

## 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 support 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. Site Governance Council, ELAC representatives, and Roosevelt Site Leadership Team co-constructed the SPSA goals and activities to support the goals based on SMMUSD LCAP Goals, Site Implementation Plan, and most current district assessment data.

### Funding

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

Tier III intervention provided by the Instructional Coach and Language and Literacy Interventionist. Instructional Assistants are trained in 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.

Fiscal support (EPC)

## **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. This year parent interest and involvement in ELAC meetings is growing. We continue to implement a variety of parent outreach action steps in hopes of continuing to grow this interest with the intent to develop a strong "parent voice" with regards to our English Learners and how we can best support and demonstrate the value of a diverse learning community as reflected in the goals of our SPSA. Site Governance Council, ELAC representatives, and Roosevelt Site Leadership Team co-constructed the SPSA goals and activities to support the goals based on SMMUSD LCAP Goals, Site Implementation Plan, and most current district assessment data. The SPSA Goals and data to support the SPSA goals was shared by Parent Co-Chair of Site Governance and Principal at the PTA General meeting in December 2021 and again in April 2022 with updated data to show progress towards SPSA goals.

## **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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.13%	0.5%	0.68%	1	3	4
African American	3.31%	3.9%	2.72%	25	26	16
Asian	10.6%	11.8%	12.90%	80	79	76
Filipino	0.66%	0.6%	0.34%	5	4	2
Hispanic/Latino	11.66%	11.9%	11.71%	88	80	69
Pacific Islander	0.53%	0.6%	0.85%	4	4	5
White	70.2%	68.3%	66.72%	530	459	393
Multiple/No Response	1.72%	1.5%	3.90%	13	10	23
<b>Total Enrollment</b>				755	672	589

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	135	107	102
Grade 1	118	105	84
Grade 2	123	106	87
Grade3	135	112	101
Grade 4	123	127	103
Grade 5	121	115	112
<b>Total Enrollment</b>	755	672	589

### Conclusions based on this data:

- TK has not been included in these charts.
- Enrollment has dropped since the 19-20 school year and the 21-22 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	75	58		9.9%	8.6%	
Fluent English Proficient (FEP)	80	72		10.6%	10.7%	
Reclassified Fluent English Proficient (RFEP)	3	5		4.4%	6.7%	

Conclusions based on this data:

1.



# School and Student Performance Data

## Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	572	461	63%	19%

## Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	572	384	47%	33%

### Conclusions based on this data:

1. Due to the Covid Omicron variant many students were in quarantine. This accounts for 19% and 33% respectively that were not tested.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	118	110		106	0		106	0		89.8	0.0	
Grade 4	117	121		110	0		110	0		94	0.0	
Grade 5	140	114		131	0		131	0		93.6	0.0	
All Grades	375	345		347	0		347	0		92.5	0.0	

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2485.			53.77			18.87			18.87			8.49		
Grade 4	2541.			63.64			18.18			7.27			10.91		
Grade 5	2604.			65.65			23.66			7.63			3.05		
All Grades	N/A	N/A	N/A	61.38			20.46			10.95			7.20		

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	55.66			35.85			8.49		
Grade 4	60.00			27.27			12.73		
Grade 5	63.36			35.11			1.53		
All Grades	59.94			32.85			7.20		

### 2019-20 Data:

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

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	27.36			54.72			17.92		
<b>Grade 4</b>	50.00			38.18			11.82		
<b>Grade 5</b>	66.41			27.48			6.11		
<b>All Grades</b>	49.28			39.19			11.53		

2019-20 Data:

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

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	42.45			50.94			6.60		
<b>Grade 4</b>	43.64			48.18			8.18		
<b>Grade 5</b>	48.09			48.09			3.82		
<b>All Grades</b>	44.96			48.99			6.05		

2019-20 Data:

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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	49.06			45.28			5.66		
<b>Grade 4</b>	54.13			35.78			10.09		
<b>Grade 5</b>	68.70			27.48			3.82		
<b>All Grades</b>	58.09			35.55			6.36		

2019-20 Data:

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

**Conclusions based on this data:**

1. Conclusions are pending release of scores for 2022.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	118	110		108	0		108	0		91.5	0.0	
Grade 4	117	121		110	0		110	0		94	0.0	
Grade 5	140	114		131	0		131	0		93.6	0.0	
All Grades	375	345		349	0		349	0		93.1	0.0	

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2476.			41.67			29.63			13.89			14.81		
Grade 4	2549.			56.36			21.82			15.45			6.36		
Grade 5	2586.			51.15			29.77			13.74			5.34		
All Grades	N/A	N/A	N/A	49.86			27.22			14.33			8.60		

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	54.63			25.93			19.44		
Grade 4	66.36			24.55			9.09		
Grade 5	63.36			27.48			9.16		
All Grades	61.60			26.07			12.32		

### 2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	50.00			36.11			13.89		
<b>Grade 4</b>	53.64			32.73			13.64		
<b>Grade 5</b>	48.09			45.04			6.87		
<b>All Grades</b>	50.43			38.40			11.17		

2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	50.00			37.04			12.96		
<b>Grade 4</b>	60.00			30.00			10.00		
<b>Grade 5</b>	49.62			44.27			6.11		
<b>All Grades</b>	53.01			37.54			9.46		

2019-20 Data:

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

**Conclusions based on this data:**

1. Conclusions are pending the release of CAASPP scores for 2022

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1480.5	*		1500.9	*		1432.8	*		17	5	
<b>1</b>	1500.7	*		1517.1	*		1483.7	*		17	8	
<b>2</b>	1544.7	*		1591.9	*		1496.9	*		18	7	
<b>3</b>	*	1523.5		*	1545.1		*	1501.2		10	15	
<b>4</b>	*	1580.3		*	1610.8		*	1549.3		7	12	
<b>5</b>	*	*		*	*		*	*		7	5	
<b>All Grades</b>										76	52	

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	58.82	*		23.53	*		11.76	*		5.88	*		17	*	
<b>1</b>	29.41	*		52.94	*		17.65	*		0.00	*		17	*	
<b>2</b>	72.22	*		16.67	*		5.56	*		5.56	*		18	*	
<b>3</b>	*	23.08		*	69.23		*	7.69		*	0.00		*	13	
<b>4</b>	*	58.33		*	41.67		*	0.00		*	0.00		*	12	
<b>5</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	48.68	58.00		31.58	38.00		11.84	2.00		7.89	2.00		76	50	

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	70.59	*		11.76	*		11.76	*		5.88	*		17	*	
<b>1</b>	58.82	*		35.29	*		5.88	*		0.00	*		17	*	
<b>2</b>	88.89	*		5.56	*		0.00	*		5.56	*		18	*	
<b>3</b>	*	84.62		*	15.38		*	0.00		*	0.00		*	13	
<b>4</b>	*	91.67		*	8.33		*	0.00		*	0.00		*	12	
<b>5</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	68.42	88.00		15.79	10.00		7.89	0.00		7.89	2.00		76	50	

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	11.76	*		58.82	*		23.53	*		5.88	*		17	*	
<b>1</b>	11.76	*		52.94	*		35.29	*		0.00	*		17	*	
<b>2</b>	5.56	*		72.22	*		11.11	*		11.11	*		18	*	
<b>3</b>	*	7.69		*	30.77		*	53.85		*	7.69		*	13	
<b>4</b>	*	33.33		*	33.33		*	33.33		*	0.00		*	12	
<b>5</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	10.53	30.00		51.32	38.00		30.26	28.00		7.89	4.00		76	50	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	70.59	*		23.53	*		5.88	*		17	*	
<b>1</b>	64.71	*		35.29	*		0.00	*		17	*	
<b>2</b>	66.67	*		27.78	*		5.56	*		18	*	
<b>3</b>	*	30.77		*	69.23		*	0.00		*	13	
<b>4</b>	*	83.33		*	16.67		*	0.00		*	12	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	59.21	64.00		30.26	34.00		10.53	2.00		76	50	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	70.59	*		17.65	*		11.76	*		17	*	
<b>1</b>	52.94	*		47.06	*		0.00	*		17	*	
<b>2</b>	88.89	*		5.56	*		5.56	*		18	*	
<b>3</b>	*	100.00		*	0.00		*	0.00		*	13	
<b>4</b>	*	100.00		*	0.00		*	0.00		*	12	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	71.05	94.00		21.05	4.00		7.89	2.00		76	50	

2019-20 Data:

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



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	5.88	*		88.24	*		5.88	*		17	*	
<b>1</b>	41.18	*		58.82	*		0.00	*		17	*	
<b>2</b>	27.78	*		61.11	*		11.11	*		18	*	
<b>3</b>	*	15.38		*	53.85		*	30.77		*	13	
<b>4</b>	*	41.67		*	50.00		*	8.33		*	12	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	22.37	42.00		67.11	48.00		10.53	10.00		76	50	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	70.59	*		11.76	*		17.65	*		17	*	
<b>1</b>	5.88	*		88.24	*		5.88	*		17	*	
<b>2</b>	5.56	*		88.89	*		5.56	*		18	*	
<b>3</b>	*	23.08		*	61.54		*	15.38		*	13	
<b>4</b>	*	8.33		*	91.67		*	0.00		*	12	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	27.63	26.00		64.47	66.00		7.89	8.00		76	50	

2019-20 Data:

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

**Conclusions based on this data:**

1. ELPAC assessments are currently in progress for the 2021-22 school year.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>672</b>	<b>11.5</b>	<b>8.6</b>	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	58	8.6
<b>Foster Youth</b>		
<b>Homeless</b>	2	0.3
<b>Socioeconomically Disadvantaged</b>	77	11.5
<b>Students with Disabilities</b>	63	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	26	3.9
<b>American Indian or Alaska Native</b>	3	0.4
<b>Asian</b>	79	11.8
<b>Filipino</b>	4	0.6
<b>Hispanic</b>	80	11.9
<b>Two or More Races</b>	10	1.5
<b>Native Hawaiian or Pacific Islander</b>	4	0.6
<b>White</b>	459	68.3

### Conclusions based on this data:

1. This data is not current for the 2021-22 school year.







# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="305 751 362 779">Blue</p>	<p data-bbox="673 667 948 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 751 849 779">Yellow</p>	<p data-bbox="1177 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1260 751 1317 779">Blue</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="305 951 362 978">Blue</p>		

#### Conclusions based on this data:

1. No Current data is available.

# School and Student Performance Data

## Academic Performance English Language Arts

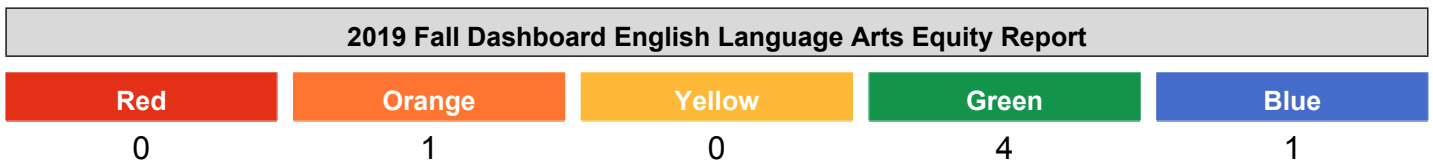
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

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

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

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">1.8 points above standard</span> 16	 No Performance Color 0 Students	 Green <span style="background-color: #e1eef6; padding: 2px;">94 points above standard</span> Declined -3 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e1eef6; padding: 2px;">31.9 points above standard</span> Declined -12.3 points 42	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">87.6 points above standard</span> Declined Significantly -18.6 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue <span style="background-color: #e1eef6; padding: 2px;">88.3 points above standard</span> 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

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1eef6; padding: 2px;">30.6 points below standard</span> Declined Significantly -32.3 points 15	<span style="background-color: #e1eef6; padding: 2px;">109.1 points above standard</span> Increased Significantly ++20.0 points 15	<span style="background-color: #e1eef6; padding: 2px;">79 points above standard</span> Maintained -0.5 points 274

**Conclusions based on this data:**

1. Current data is not available.

# School and Student Performance Data

## Academic Performance Mathematics

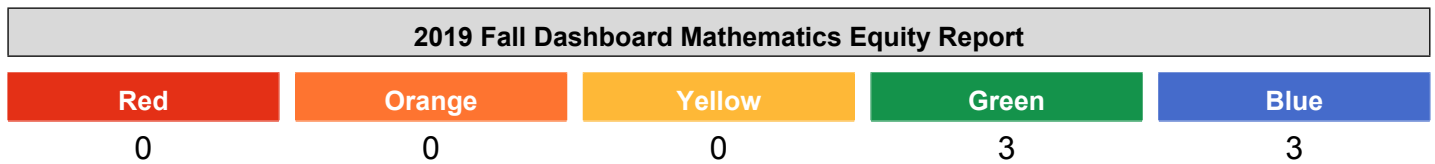
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

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

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

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

Current English Learner	Reclassified English Learners	English Only
49.1 points below standard Declined Significantly -21.5 points 15	67.5 points above standard Increased ++9.6 points 15	58.7 points above standard Increased ++8.2 points 271

**Conclusions based on this data:**

1. Current data is not available.



# School and Student Performance Data

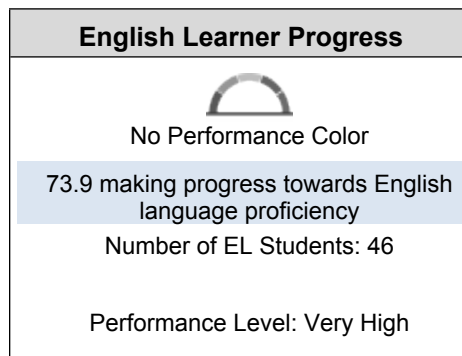
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

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

#### Conclusions based on this data:

1. Current data is not available.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

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

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

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

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

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

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

**Conclusions based on this data:**

1. Current data is not available.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

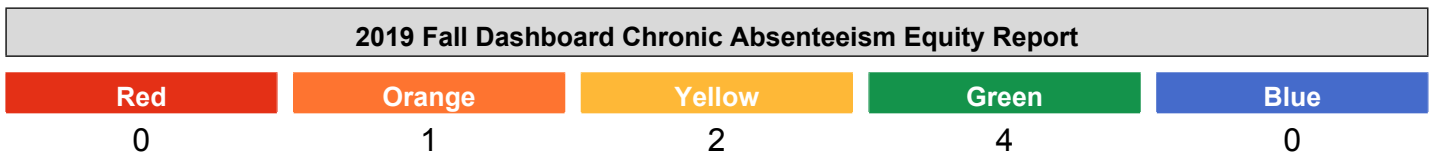
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.











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

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



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

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

**Conclusions based on this data:**

1. Current data is not available.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

### Conclusions based on this data:

1. Current data is not available.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

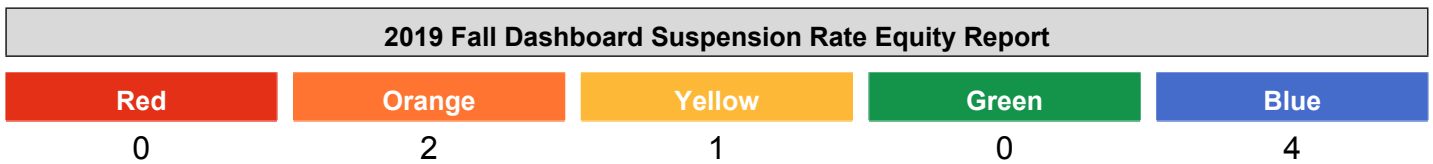
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

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

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

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 33	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 87	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.2 Increased +1.2 85	 Blue 0 Maintained 0 30	 No Performance Color Less than 11 Students - Data 4	 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. Current data is not available.

# School and Student Performance Data

## Local Assessment Data

# 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

A. By June 2023, greater than or equal to 90% of Kindergarten students will move forward two (2) independent reading levels and/or be at end of year Benchmark. Greater than or equal to 90% of 1st grade students will move forward six (6) independent reading levels and/or be at end of year Benchmark, greater than or equal to 90% of 2nd-5th grade students will move three (3) independent reading levels and/or be at end of year Benchmark in reading fluency and comprehension as measured with the administration of F&P reading assessments.

B. By June 2023, greater than or equal to 85% of all 2nd-5th grade students will score in the Tier 1 range on the ELA Benchmark assessments.

C. By June 2023, greater than or equal to 85% of all 2nd-5th grade students will score in the Tier 1 range on Math Benchmark assessments.

## Identified Need

In analyzing the 2022 Winter assessment data...from 2nd-5th grade aReading FastBridge, 2nd-5th grade aMath FastBridge, and F&P scores, it was determined that although over 85% of our 2nd-5th grade students were on the College Pathway and/or low risk scale, there is still a need to establish goals to support our students in continuing their growth in reading and math. The F&P scores for our 1st grade students is a concern as 33% were scaled at high risk even though 1st grade FastBridge Early Reading scaled 9% of students at high risk. There is considerable need in the 1st and 2nd grades to increase instructional minutes that target foundational reading skills, phonics instruction, sight word practice, and vocabulary development. In grades 3-5 there is a need to increase instructional minutes that target developing vocabulary and spelling skills, and reading fluency.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
aReading scores, aMath scores, F&P reading levels	F&P average of 79% meet or exceed standards, 91% overall of 2nd-5th grade students meet or exceed standards in aMath, 88% overall of 2nd-5th grade students meet or exceed standards in aReading	11% growth increase in reading fluency and comprehension as measured by F&P. 2% growth in aReading, 4% growth increase in number sense routines and problem solving in aMath.

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 and writing. Our grade level teams meet once a month as a PLC to review and analyze student work samples and assessment data to determine students strengths and areas for growth. They also plan cycles of inquiry in problem solving related to UCLA Math PD and small group work for targeted instruction in TC Workshop PD. Teachers share artifacts from the inquiry cycles to reflect on and revise their instruction to target areas of need.

### 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

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)

20,000.	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development
10,681.	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures  Substitute Teachers
2,881.	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Balance of UCLA Contract

**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)
1541.	District Funded 5800: Professional/Consulting Services And Operating Expenditures Staff Book Study for UCLA PD

**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

Teachers College Reading and Writing Workshop Staff Development PD. All teachers attend TC staff development throughout the school year to refine their instructional approach and learn new strategies that support students' growth in reading and writing across curriculum resulting in implementation of best practices in conferring, small group work, specifically targeted guided instruction and supporting English 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)	Source(s)
31,000.	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Professional Development
12,000.	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Substitute Teachers

### Strategy/Activity 5

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

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

3rd-5th Grade Students

#### Strategy/Activity

Math Intervention: Struggling students that are identified by teachers as measured by aMath Fastbridge, CGI assessments, and Formative assessments are recommended for math intervention. Intervention is provided for each grade level, (3rd-5th) in 6 week cycles by 2 Instructional Assistants that are math specialists. Small groups are fluid and restricted by stable group Covid protocols at this time.

#### 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 6

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

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

3rd-5th Grade Students

#### Strategy/Activity

Writing Intervention: Struggling students that are identified by teachers as measured by Pre and Post TC Writing assessments, are recommended for writing intervention. Intervention is provided for each grade level, (3rd-5th) in 6 week cycles by TC writing specialist. Small groups are fluid and restricted by stable group Covid protocols at this time.

#### 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)

16,800.

Source(s)

Stretch Grant (Ed Foundation)  
5800: Professional/Consulting Services And Operating Expenditures

**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

Read A Thon Literacy Nights

**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)

3500.

Source(s)

Other  
5000-5999: Services And Other Operating Expenditures

Other  
None Specified

**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

Family Math Nights

**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)

3500.

Source(s)

Other

	5000-5999: Services And Other Operating Expenditures
	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

Leveled Reading Books/Culturally Relevant Read Alouds for Classroom Libraries

**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)
5,500.	Site Formula Funds 4000-4999: Books And Supplies Teachers

**Strategy/Activity 10**

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

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

1st & 2nd Grade Tier 3 Students

Strategy/Activity

Leveled Literacy Intervention Pull Out Support for Tier 3 students: 1st & 2nd Grade

**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.	Site Formula Funds 2000-2999: Classified Personnel Salaries
	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)

3rd-5th Grade Tier 3 Students

#### Strategy/Activity

Literacy & Language Intervention for 3rd-5th Grade Tier 3 Students

#### 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 LCAP Funds  
1000-1999: Certificated Personnel Salaries

### 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

Data meetings: All teachers meet with Instructional Coach and Principal to review Fall and Winter Benchmark Assessment data to plan 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)

2300.

Source(s)

Stretch Grant (Ed Foundation)  
5000-5999: Services And Other Operating Expenditures  
Substitute Teachers

### 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

F&P Assessments; Kindergarten Math Assessments

### 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)
16,000.	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Substitute Teachers
0	Other None Specified

### 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

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)	Source(s)
12,000.	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Books and Supplies

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Due to COVID 19, there was an interruption of instruction from March 13, 2020 until the fall of 2021 school year. Effectiveness of goals and strategies set forth in the 2020-21 SPSA in a virtual learning environment were difficult to monitor and measure. As we have returned to a more typical 2021-22 school year, new goals and activities were created based on our current beginning of the school year benchmark assessments. There is particular concern in the areas of 1st and 2nd grade reading fluency and comprehension as reflected in the F&P data. Activities were developed that target support in both reading and math based on aReading and aMath Fastbridge data and F&P data. We will continue to monitor the effectiveness of the current activities and, if necessary, modify those activities based on student progress in these areas.

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

The activities set forth to support the 2021-22 academic goals are aligned with the budgeted expenditures. There are no major differences or discrepancies.

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.

Based on student progress, as measured in the upcoming winter assessment data, these academic goals and activities will be modified as necessary. An amendment document will be attached to the SPSA.

# 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

By June 2023, all Designated English Language learners will move from the Expanding to the Bridging level on the English Proficiency Continuum by making progress in the areas of: Interacting in Meaningful Ways and Learning about How English Works.

## Identified Need

Based on analysis of current ELPAC scores, aReading FastBridge, and formative assessment data, it is indicated that our EL students continue to need targeted support in reading and writing. Ongoing targeted instruction in vocabulary development and reading for understanding and writing in all academic core subjects is necessary for students to improve their verbal and writing skills as well as reading comprehension skills. Roosevelt ELAC members confirmed targeted need in vocabulary development based on at-home student experiences in completing reading and math homework assignments.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores	ELPAC assessment data: Based on the overall scores of the 2020 spring ELPAC in grades K-5th and Fall 2021 ELPAC data for K and 1st, overall scores averaged in the Expanding level.	EL students will meet the Bridging Level on the English Proficiency Continuum, which demonstrates growth in reading fluency and comprehension, writing, and verbal discourse.

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 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)

0

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures  
ELPAC Testing

## Strategy/Activity 2

### 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 identified as EL receive integrated and designated EL instruction throughout the day with a focus on collaborative academic talk and writing skills across all content areas (ELA, Math, Science, Social Studies)

### 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  
1000-1999: Certificated Personnel Salaries  
Integrated and Designated EL instruction

## Strategy/Activity 3

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

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

EL/All Students

Strategy/Activity

All teachers will participate in ongoing professional development in integrated and designated English Language Development (ELD) practices: PD is provided by TC Staff Developers with a focus on small group instruction for Tier 3 and EL students.

### 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)

Stretch Grant (Ed Foundation)  
5800: Professional/Consulting Services And Operating Expenditures



**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 Language and 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 (ELPAC Beginning Level), will receive support coordinated by our Instructional Coach and access to 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)

District LCAP Funds  
1000-1999: Certificated Personnel Salaries  
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)

EL/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)

500.

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)

EL/All Students

Strategy/Activity

Student Teddy Talks in the library to practice oral presentation skills: With teacher guidance, students are provided the opportunity to research a science/social studies topic of interest and plan a presentation to an audience of peers in "Ted Talk" style.

### 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 LCAP Funds  
1000-1999: Certificated Personnel Salaries  
Student- Centered Program

### Strategy/Activity 8

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

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

EL/All Students

Strategy/Activity

Ambassador Program for Newcomer Students: This strategy is to pair English proficient students with English Learners newly enrolled in school to provide orientation of environment, orientation of school climate and culture, and to develop meaningful relationships between students that expand knowledge, understanding, and respect within a diverse multicultural setting.

### 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

Student-centered program

## Strategy/Activity 9

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

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

EL/All Students

### 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)

0.

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Instructional Student Support

## Strategy/Activity 10

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

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

EL/All Students

### Strategy/Activity

Peer-Oriented project-based tasks specifically within science instruction to support EL students in vocabulary development, reading comprehension, and oral language presentation skills.

### 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  
Project-based learning

## Strategy/Activity 11

### 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.

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
EL Learners Parent Committee

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Due to COVID 19, there was an interruption of instruction from March 13, 2020 until the fall of 2021 school year. Effectiveness of goals and strategies set forth in the 2020-21 SPSA in a virtual learning environment were difficult to monitor and measure. The new EL goal for the 2021-22 school year is based on our most current ELPAC data from spring 2021 and this current 2021-22 school year. The activities set forth to support the 2021-22 EL goal are new and robust with a variety of ways to measure progress of targeted instruction, academically based oral presentation opportunities, and SEL (Ambassador Program) that values diversity and fosters inclusivity.

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

The activities set forth to support the 2021-22 EL goal are aligned with the budgeted expenditures. There are no major differences or discrepancies.

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.

Activities will be modified to support this goal based on the spring ELPAC data and progress tracked by our Language and Literacy Interventionist. The changes will be noted in an amendment document attached to the SPSA .

# 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

By June 2023, greater than or equal to 90% of K-5th grade students will increase social problem-solving skills as developmentally appropriate in SEL skill levels (using "I" statements, holding eye contact when speaking, practicing personal space, making an exit, calming down skills when frustrated or angry, etc.), as measured by student and teacher benchmark surveys.

## Identified Need

Teachers were surveyed at the end of September 2021 to assess the social/emotional needs of our students as they returned to school after one and a half years in distance learning. Based on this SEL survey, trends were determined in areas of need. These trends identified additional time needed in class to develop collaboration skills, independent work habits, stamina in reading, and social skills (i.e. how to make friends, social conflict resolution skills, identifying emotions, and self-regulation). Our Site Leadership Team (SLT) and Site Governance Council determined that focusing on SEL skills will directly benefit students' sense of well-being and foster a positive school climate and culture. Our school psychologist will research and collaborate with our SPED team in determining teacher and student surveys that will measure growth in SEL skills throughout the school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher and student surveys, staff observations, and anecdotal data.	September 2021 teacher survey determined the trend indicating the need for developing SEL skills.	Students will demonstrate significant growth in social conflict resolution skills measured by teacher and student surveys.

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 during the first few weeks of school and refresher lessons throughout the school year. When parent volunteers are eventually allowed on campus they will be 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. Cool Tools strategies include: Personal Space (bubbles), "I statements"/Tone of voice (microphone), Time to "cool down" (ice cubes), exit strategy (gym shoe), choosing words carefully (toothpaste), communicating kindness (dice), compromise/different points of view (kaleidoscope), forgiveness (eraser), choosing the best path/making good choices (mazes).

**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's program includes the following titles and character traits:

August: Cool Tools

September: Respect: The Name Jar by Yangsook Choi

October: Cooperation: A Chair for My Mother by Vera B. Williams  
 Nov.-Dec. Responsibility: Pigsty by Mark Teague  
 January: Courtesy: Ferdinand by Munro Leaf  
 February: Kindness: Those Shoes by Maribeth Boelts  
 March-April: Honesty: The Empty Pot by Demi  
 May: Citizenship: The Keeping Quilt by Patricia Polacco  
 We have a Character Trait of the Month Bulletin Board in which student projects are displayed related to the current character trait.

**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)
200.00	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): 2021-2022 marks the 11th school year of implementing this anti-Bullying program at Roosevelt. This program works to empower the bystander to recognize and respond 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.

Our P.E. Coaches provide Olweus lessons once a month, throughout the school year. Teachers follow up and reinforce the concepts from these lessons during class SEL time.

**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)
100.	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**

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)
0.	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Counseling interns provided by SMMUSD

**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 reduces lunchtime conflicts and supports relationship building around common interests. It also provides different scenarios in which students can 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 in accordance with LACDH COVID Safety 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

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.

**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  
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

Parent Education Workshops in social/emotional well being. Two workshops are scheduled with a counselor that currently provides counseling services to students in need.

**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

5800: Professional/Consulting Services And Operating Expenditures  
Parent Workshop for SEL

### 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 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 LACDH Covid Safety 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)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Spirit Assemblies

### Strategy/Activity 9

#### 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)

### 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)

0.

### **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

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.

#### **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)

300.

Site Formula Funds  
4000-4999: Books And Supplies  
Certificated/Principal

### **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

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 LACDH Covid Safety 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)

1200.

Site Formula Funds

5800: Professional/Consulting Services And  
Operating Expenditures  
Parent Volunteer

### 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

#### 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)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

As students have returned to a more typical school year for 2021-22, staff has observed that students need extra time to develop their social skills as these skills have been delayed due to school closure. All activities are aligned in support of the SEL goal.

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

There are no major differences between the intended implementation and/or budget expenditures to implement activities in meeting 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.

This goal and/or activities will amended, if necessary, based on survey data during the winter assessment window. An amendment document will be attached to the SPSA.

# 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	\$142,703.00

## 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	\$21,541.00
District LCAP Funds	\$0.00
Other	\$7,000.00
Parent-Teacher Association (PTA)	\$12,400.00
Site Formula Funds	\$10,100.00
Stretch Grant (Ed Foundation)	\$91,662.00

Subtotal of state or local funds included for this school: \$142,703.00

Total of federal, state, and/or local funds for this school: \$142,703.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Gerardo Rodriguez	Other School Staff
Mara Chenik	Classroom Teacher
McKenna Hawn	Classroom Teacher
Lynda Holeva	Principal
Dana DeGregorio	Classroom Teacher
Miles Warner	Parent or Community Member
Kat Blandino	Parent or Community Member
Stephen Chen	Parent or Community Member
Blythe Holden	Parent or Community Member
Victor Thompson	Parent or Community Member
	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 5/19/2022.

Attested:



Principal, Lynda Holeva on 5/19/2022



SSC Chairperson, Dana DeGregorio/Victor Thompson on 5/19/2022

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

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

### Targeted Support and Improvement

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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