

School Year: **2023-24**



# 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	5/18/2023	6/29/23

## Purpose and Description

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

Schoolwide Program

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

The 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. We will consider the data from the May 2023 survey to develop new goals in School Climate & Culture for the 2023-24 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. 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 2023-24 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 2023 and this data will be a factor in revising SPSA goals in the Fall of 2023 as needed. Teachers also administer F&P reading/comprehension assessments, Star 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 will be provided by the Cotsen Foundation for the 2023-24 school year to include culturally relevant pedagogy/ training embedded in core subject curriculum. Additionally, professional development is provided by fellow teachers and administrators one time per month during banked time that is aligned with our Strategic Focus: Strategic Focus: Discourse Across the Curriculum. Students develop evidence-based arguments, verbally and in writing, to support their thinking.

#### 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.

## 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)

The district supports with the management of fiscal resources.

## **Educational Partner Involvement**

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

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

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. These goals are shared at the end of year PTA General Meeting and staff meeting.

## **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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.68%	0.51%	3	4	3
African American	3.9%	2.72%	5.05%	26	16	30
Asian	11.8%	12.90%	13.3%	79	76	79
Filipino	0.6%	0.34%	0.67%	4	2	4
Hispanic/Latino	11.9%	11.71%	14.31%	80	69	85
Pacific Islander	0.6%	0.85%	0.51%	4	5	3
White	68.3%	66.72%	60.61%	459	393	360
Multiple/No Response	1.5%	3.90%	4.71%	10	23	28
<b>Total Enrollment</b>				672	589	594

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	107	102	121
Grade 1	105	84	80
Grade 2	106	87	85
Grade 3	112	101	93
Grade 4	127	103	110
Grade 5	115	112	105
<b>Total Enrollment</b>	672	589	594

### Conclusions based on this data:

1. TK has not been included in these charts.
2. Enrollment has dropped since the 19-20 school year and the 21-22 school year.
3. Roosevelt is becoming more diverse with an increase of African American and Hispanic/Latino students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	58	58	67	8.60%	9.8%	11.3%
Fluent English Proficient (FEP)	72	57	64	10.70%	9.7%	10.8%
Reclassified Fluent English Proficient (RFEP)	5		17	8.6%		

### Conclusions based on this data:

1. Roosevelt has seen a gradual increase in English Learners from 8.60% in 20-21 to 11.3% in 22/23.
2. Roosevelt has similar percentages of Fluent English Proficient students in the past three years.



# 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
	22-23	22-23	22-23	22-23
Spring Diagnostic Data ELA	592	425	70.7	425

## Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Spring Diagnostic Data Math	592	413	59.5	413

### Conclusions based on this data:

1. Although the majority of our students are performing at or above grade level on the Star Reading, our goal is to support all our students to perform at grade level or above.
2. We will continue to provide targeted instruction in math to increase the percentage of students at grade level or above proficiency.
3. Our SPSA Goals are in alignment with the local assessment data.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	110	103		0	98		0	98		0.0	95.1	
Grade 4	121	105		0	104		0	80		0.0	99.0	
Grade 5	114	111		0	109		0	109		0.0	98.2	
All Grades	345	319		0	311		0	287		0.0	97.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	2470.		NA	41.84		NA	26.53		NA	22.45		NA	9.18	
Grade 4	NA	2536.		NA	51.25		NA	28.75		NA	8.75		NA	11.25	
Grade 5	NA	2594.		NA	59.63		NA	26.61		NA	11.01		NA	2.75	
All Grades	N/A	N/A	N/A		51.22			27.18			14.29			7.32	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3	NA	29.59		NA	61.22		NA	9.18				
Grade 4	NA	40.00		NA	56.25		NA	3.75				
Grade 5	NA	44.04		NA	50.46		NA	5.50				
All Grades		37.98			55.75			6.27				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	28.57		NA	58.16		NA	13.27	
Grade 4	NA	46.05		NA	46.05		NA	7.89	
Grade 5	NA	57.80		NA	39.45		NA	2.75	
All Grades		44.52			47.70			7.77	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	20.41		NA	72.45		NA	7.14	
Grade 4	NA	25.00		NA	70.00		NA	5.00	
Grade 5	NA	32.11		NA	62.39		NA	5.50	
All Grades		26.13			67.94			5.92	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	32.65		NA	61.22		NA	6.12	
Grade 4	NA	31.25		NA	53.75		NA	15.00	
Grade 5	NA	47.71		NA	46.79		NA	5.50	
All Grades		37.98			53.66			8.36	

**Conclusions based on this data:**

1. Comparative analysis between 2022 and 2023 CAASPP scores are pending. Waiting for 2023 CAASPP scores.
2. 92% of students were at or above grade level standards in the ELA portion of the 2022 CAASPP

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	110	103		0	96		0	96		0.0	93.2	
Grade 4	121	105		0	103		0	103		0.0	98.1	
Grade 5	114	111		0	109		0	109		0.0	98.2	
All Grades	345	319		0	308		0	308		0.0	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	2477.		NA	39.58		NA	32.29		NA	18.75		NA	9.38	
Grade 4	NA	2513.		NA	32.04		NA	32.04		NA	30.10		NA	5.83	
Grade 5	NA	2585.		NA	55.05		NA	23.85		NA	15.60		NA	5.50	
All Grades	N/A	N/A	N/A		42.53			29.22			21.43			6.82	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	41.67		NA	45.83		NA	12.50	
Grade 4	NA	32.04		NA	51.46		NA	16.50	
Grade 5	NA	50.46		NA	44.95		NA	4.59	
All Grades		41.56			47.40			11.04	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	44.79		NA	46.88		NA	8.33	
Grade 4	NA	39.81		NA	49.51		NA	10.68	
Grade 5	NA	47.71		NA	44.04		NA	8.26	
All Grades		44.16			46.75			9.09	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	NA	41.67		NA	50.00		NA	8.33	
Grade 4	NA	38.83		NA	55.34		NA	5.83	
Grade 5	NA	43.12		NA	48.62		NA	8.26	
All Grades		41.23			51.30			7.47	

**Conclusions based on this data:**

1. 72% of students scored at or above grade level overall for the 2022 CAASPP

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		5	10	
1	*	1438.0		*	1441.6		*	1433.9		8	12	
2	*	*		*	*		*	*		7	6	
3	1523.5	*		1545.1	*		1501.2	*		15	9	
4	1580.3	1580.1		1610.8	1610.2		1549.3	1549.6		12	14	
5	*	1651.9		*	1712.8		*	1590.4		5	12	
All Grades										52	63	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	16.67		*	50.00		*	0.00		*	33.33		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	23.08	*		69.23	*		7.69	*		0.00	*		13	*	
4	58.33	71.43		41.67	28.57		0.00	0.00		0.00	0.00		12	14	
5	*	100.0		*	0.00		*	0.00		*	0.00		*	12	
All Grades	58.00	53.97		38.00	33.33		2.00	1.59		2.00	11.11		50	63	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	50.00		*	8.33		*	25.00		*	16.67		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	84.62	*		15.38	*		0.00	*		0.00	*		13	*	
4	91.67	100.0		8.33	0.00		0.00	0.00		0.00	0.00		12	14	
5	*	100.0		*	0.00		*	0.00		*	0.00		*	12	
All Grades	88.00	77.78		10.00	7.94		0.00	6.35		2.00	7.94		50	63	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		*	*		*	*	
<b>1</b>	*	0.00		*	41.67		*	25.00		*	33.33		*	12	
<b>2</b>	*	*		*	*		*	*		*	*		*	*	
<b>3</b>	7.69	*		30.77	*		53.85	*		7.69	*		13	*	
<b>4</b>	33.33	21.43		33.33	50.00		33.33	28.57		0.00	0.00		12	14	
<b>5</b>	*	58.33		*	41.67		*	0.00		*	0.00		*	12	
<b>All Grades</b>	30.00	22.22		38.00	39.68		28.00	23.81		4.00	14.29		50	63	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		*	*	
<b>1</b>	*	41.67		*	50.00		*	8.33		*	12	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	30.77	*		69.23	*		0.00	*		13	*	
<b>4</b>	83.33	71.43		16.67	28.57		0.00	0.00		12	14	
<b>5</b>	*	75.00		*	25.00		*	0.00		*	12	
<b>All Grades</b>	64.00	57.14		34.00	38.10		2.00	4.76		50	63	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		*	*	
<b>1</b>	*	41.67		*	16.67		*	41.67		*	12	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	100.00	*		0.00	*		0.00	*		13	*	
<b>4</b>	100.00	100.00		0.00	0.00		0.00	0.00		12	14	
<b>5</b>	*	100.00		*	0.00		*	0.00		*	12	
<b>All Grades</b>	94.00	80.95		4.00	6.35		2.00	12.70		50	63	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		*	*	
<b>1</b>	*	16.67		*	41.67		*	41.67		*	12	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	15.38	*		53.85	*		30.77	*		13	*	
<b>4</b>	41.67	21.43		50.00	64.29		8.33	14.29		12	14	
<b>5</b>	*	50.00		*	50.00		*	0.00		*	12	
<b>All Grades</b>	42.00	26.98		48.00	57.14		10.00	15.87		50	63	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		*	*	
<b>1</b>	*	8.33		*	75.00		*	16.67		*	12	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	23.08	*		61.54	*		15.38	*		13	*	
<b>4</b>	8.33	42.86		91.67	57.14		0.00	0.00		12	14	
<b>5</b>	*	58.33		*	41.67		*	0.00		*	12	
<b>All Grades</b>	26.00	33.33		66.00	57.14		8.00	9.52		50	63	

**Conclusions based on this data:**

1. ELPAC assessment data for 2023 is pending. There's not enough data to make further conclusions.



# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>589</b>	<b>14.4</b>	<b>9.8</b>	<b>0.2</b>
Total Number of Students enrolled in Roosevelt Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	9.8
Foster Youth	1	0.2
Homeless	4	0.7
Socioeconomically Disadvantaged	85	14.4
Students with Disabilities	68	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.7
American Indian	4	0.7
Asian	76	12.9
Filipino	2	0.3
Hispanic	69	11.7
Two or More Races	23	3.9
Pacific Islander	5	0.8
White	393	66.7

**Conclusions based on this data:**

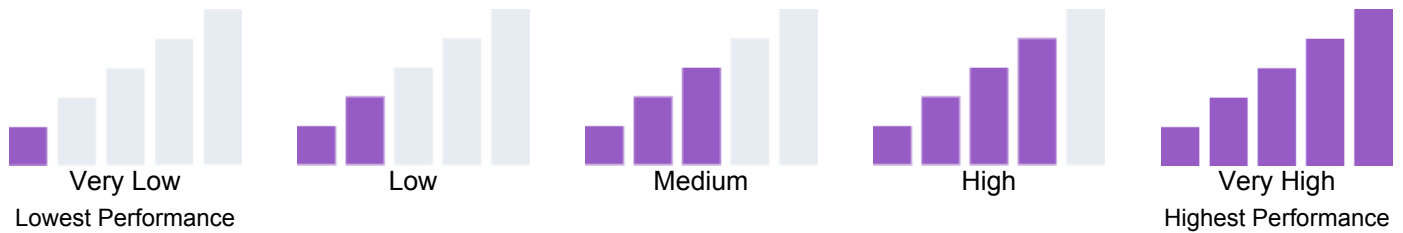
1. This data is not yet current for the 2022-23 school year.

# School and Student Performance Data

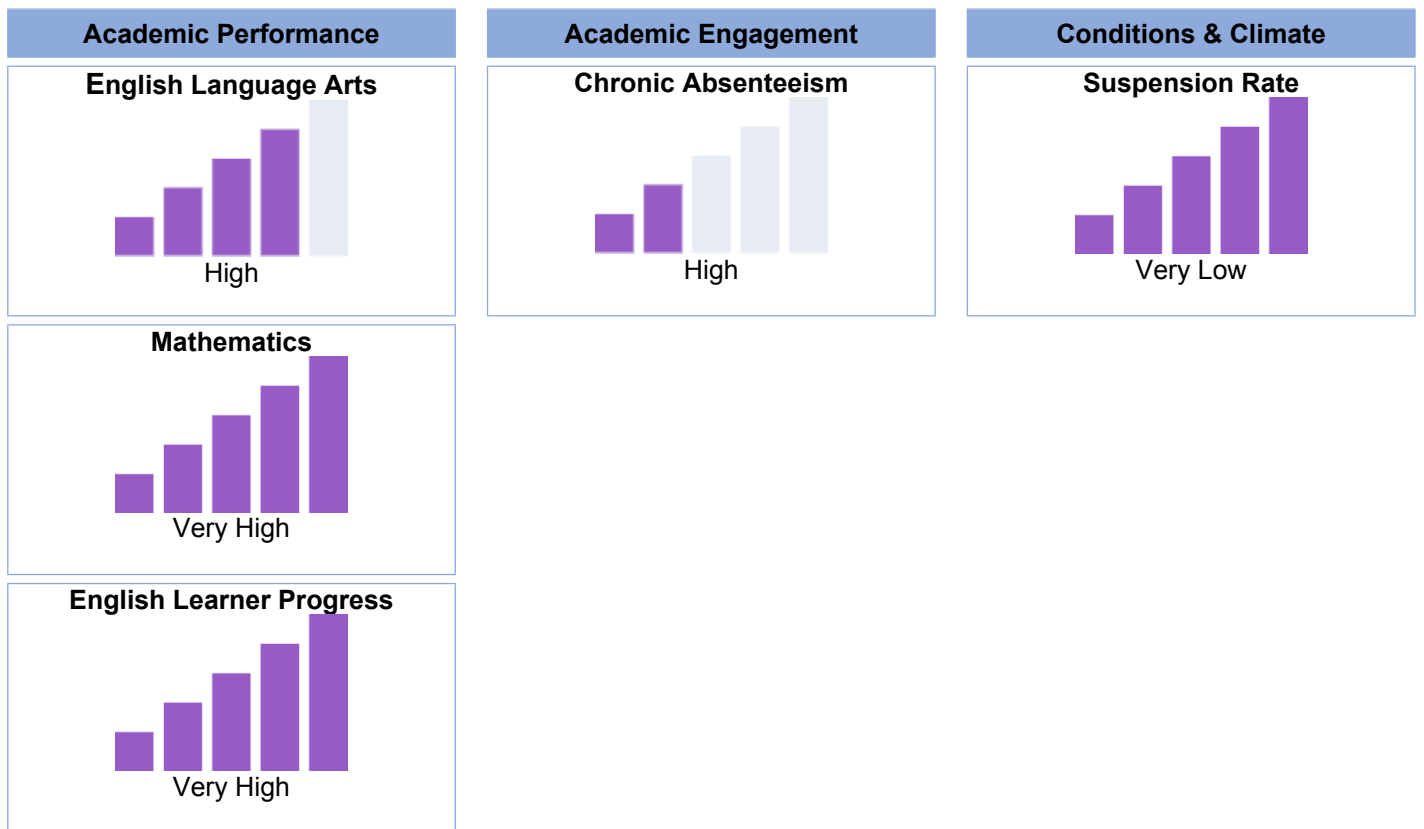
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

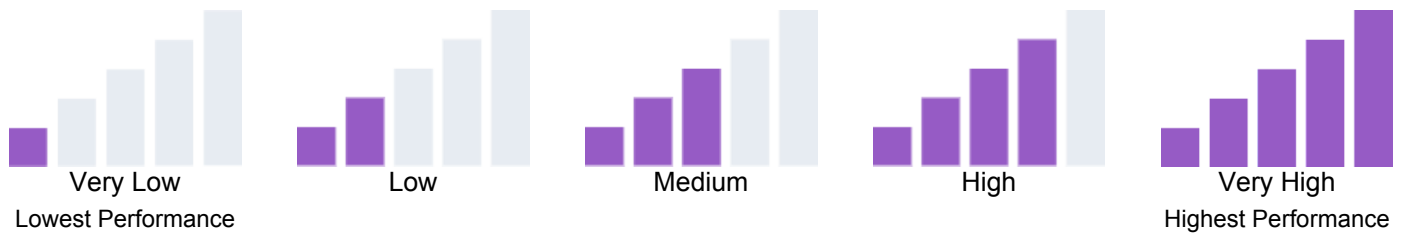
1. We need to continue to work with the families of students with chronic absenteeism.

# School and Student Performance Data

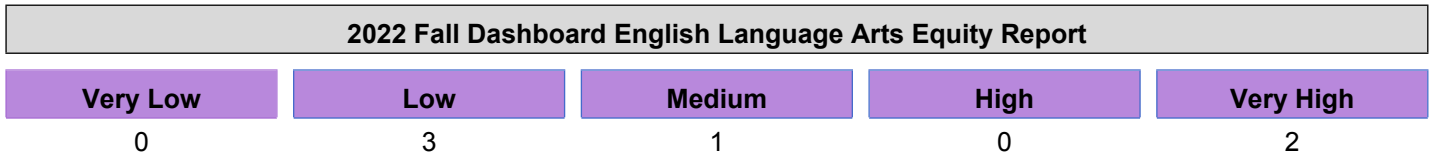
## Academic Performance English Language Arts

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

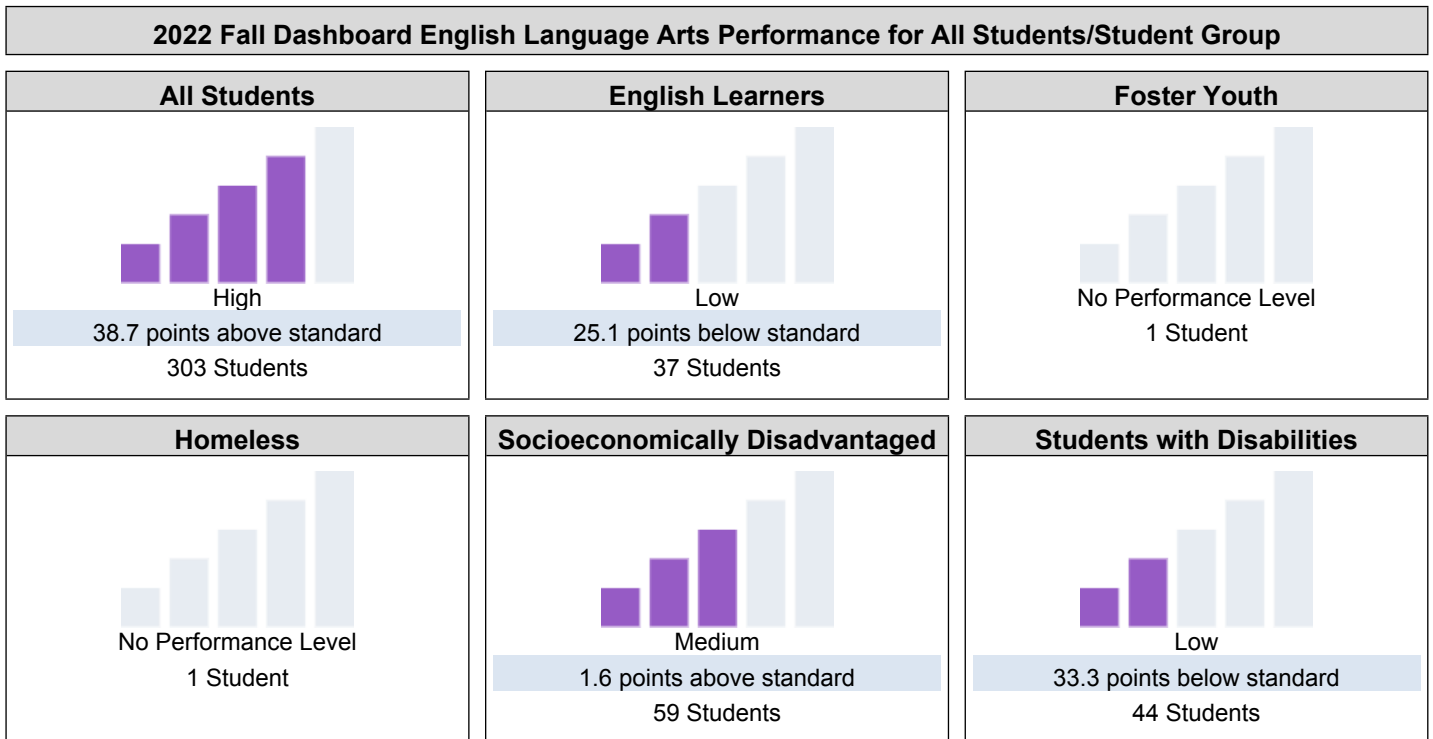
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



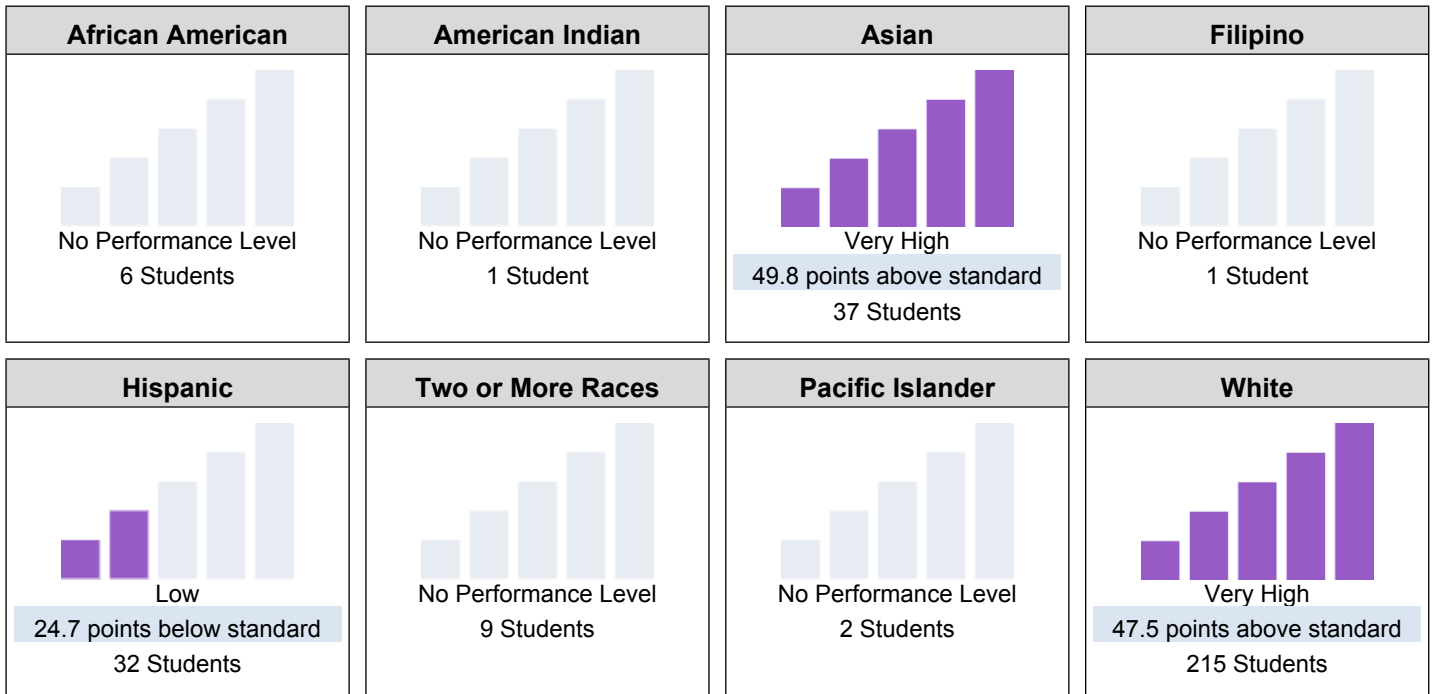
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
<p>33.4 points below standard</p> <p>31 Students</p>	<p>6 Students</p>	<p>45.3 points above standard</p> <p>228 Students</p>

#### Conclusions based on this data:

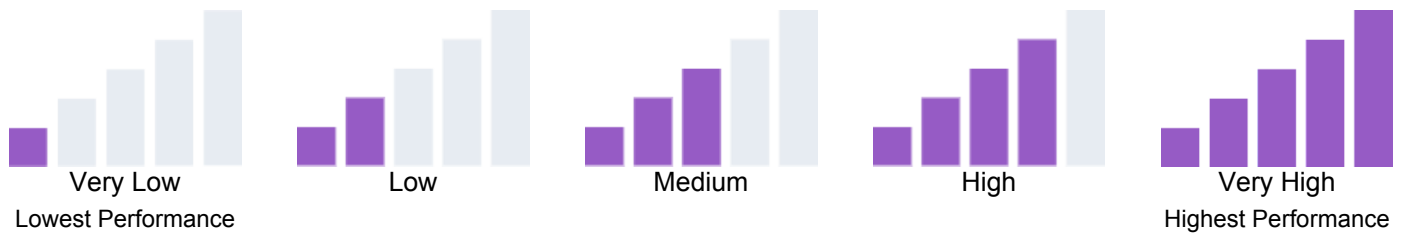
1. We need to continue to focus our support on our English learners.

# School and Student Performance Data

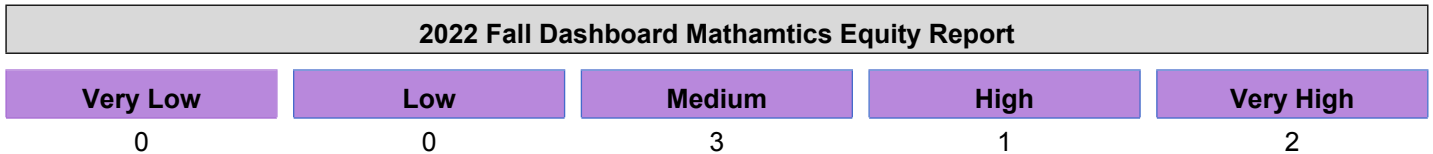
## Academic Performance Mathematics

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

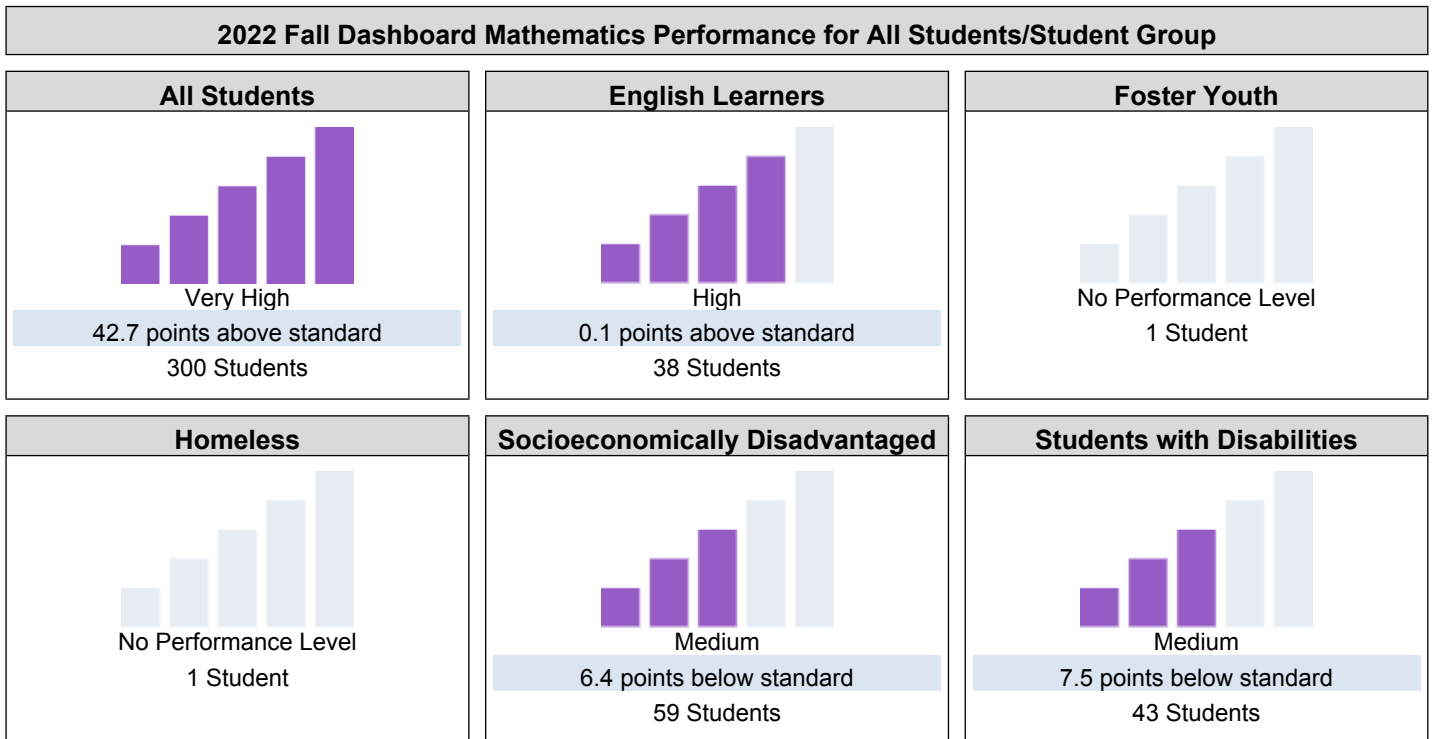
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



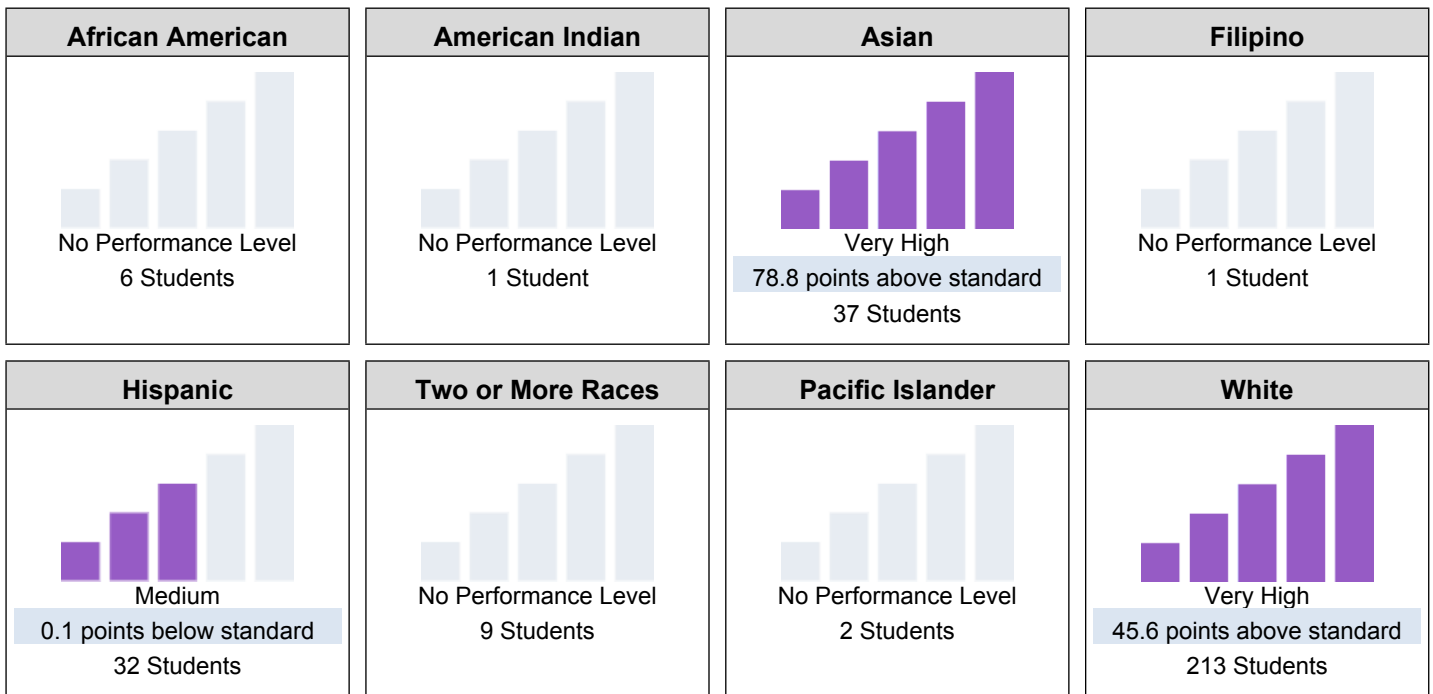
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
<p>16.6 points below standard 33 Students</p>	<p>6 Students</p>	<p>43.8 points above standard 226 Students</p>

**Conclusions based on this data:**

1. Our English Learners are at or above grade level in math.
2. We need to continue to focus our support on our SED and SPED students.

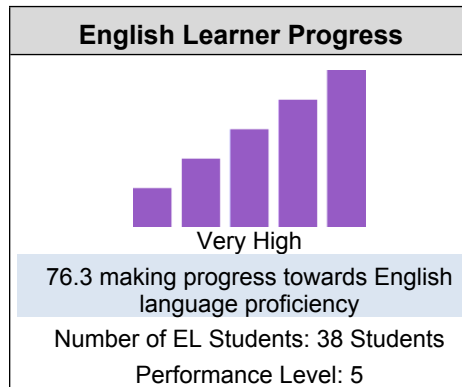
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.4%	5.3%	39.5%	36.8%

#### Conclusions based on this data:

1. Most of our English Learners are making good progress in English language proficiency.



# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

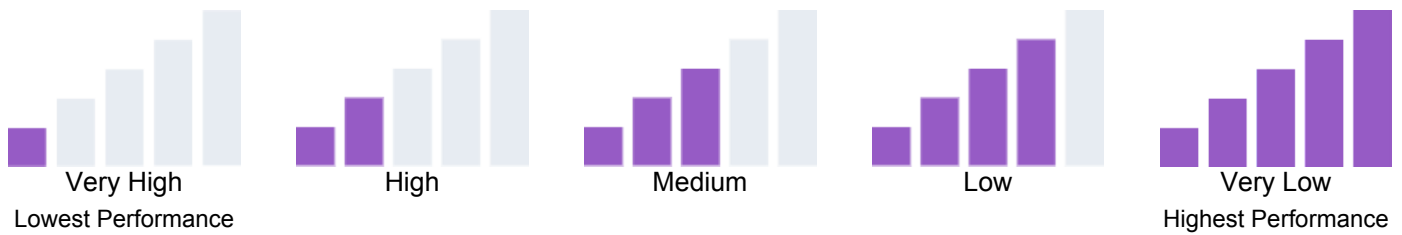
1. Current data is not available.

# School and Student Performance Data

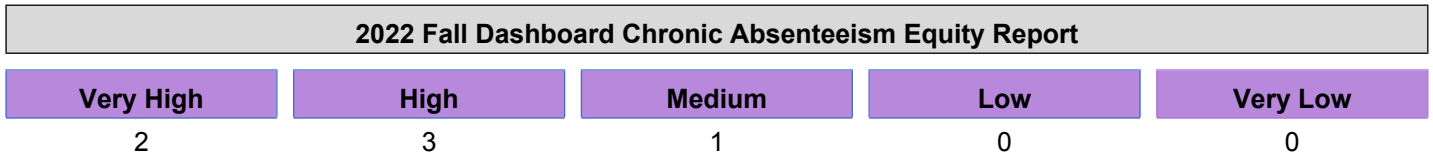
## Academic Engagement Chronic Absenteeism

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

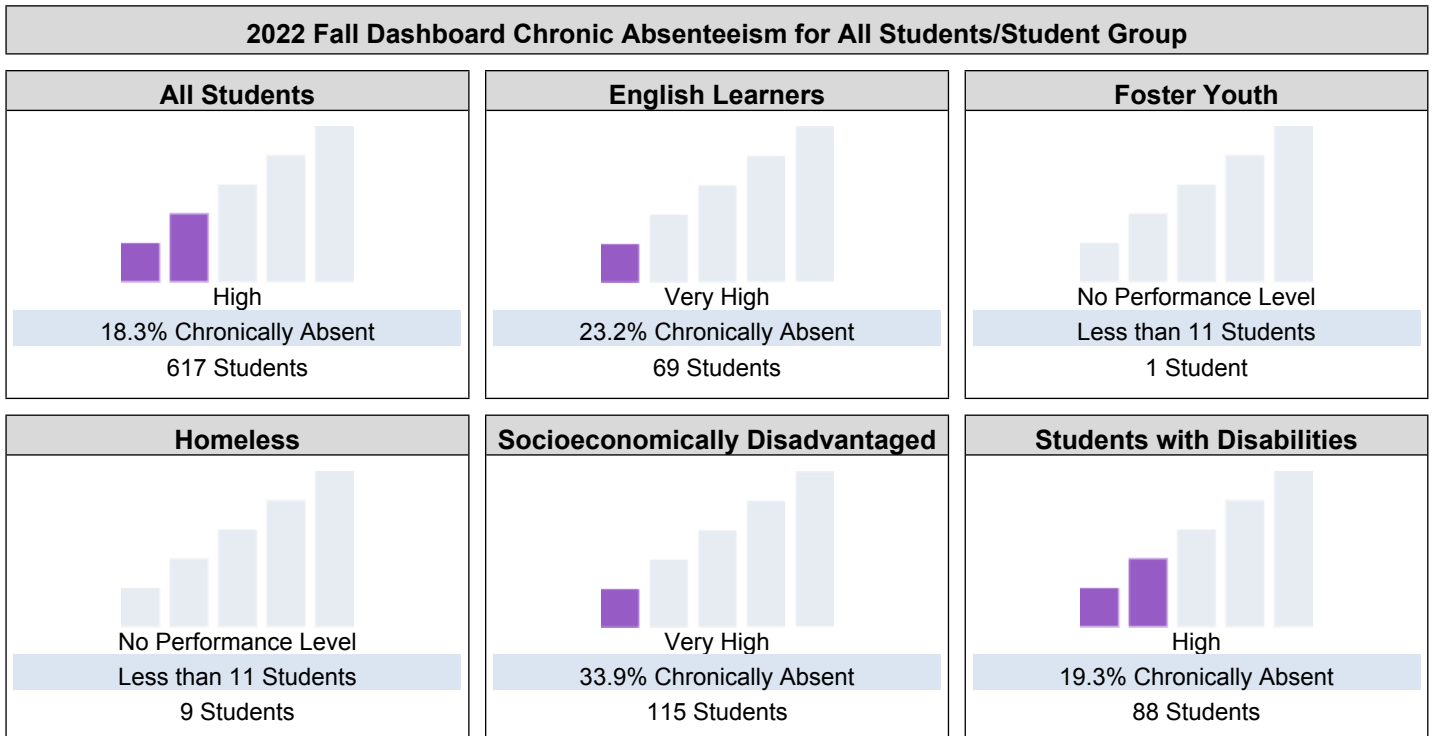
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



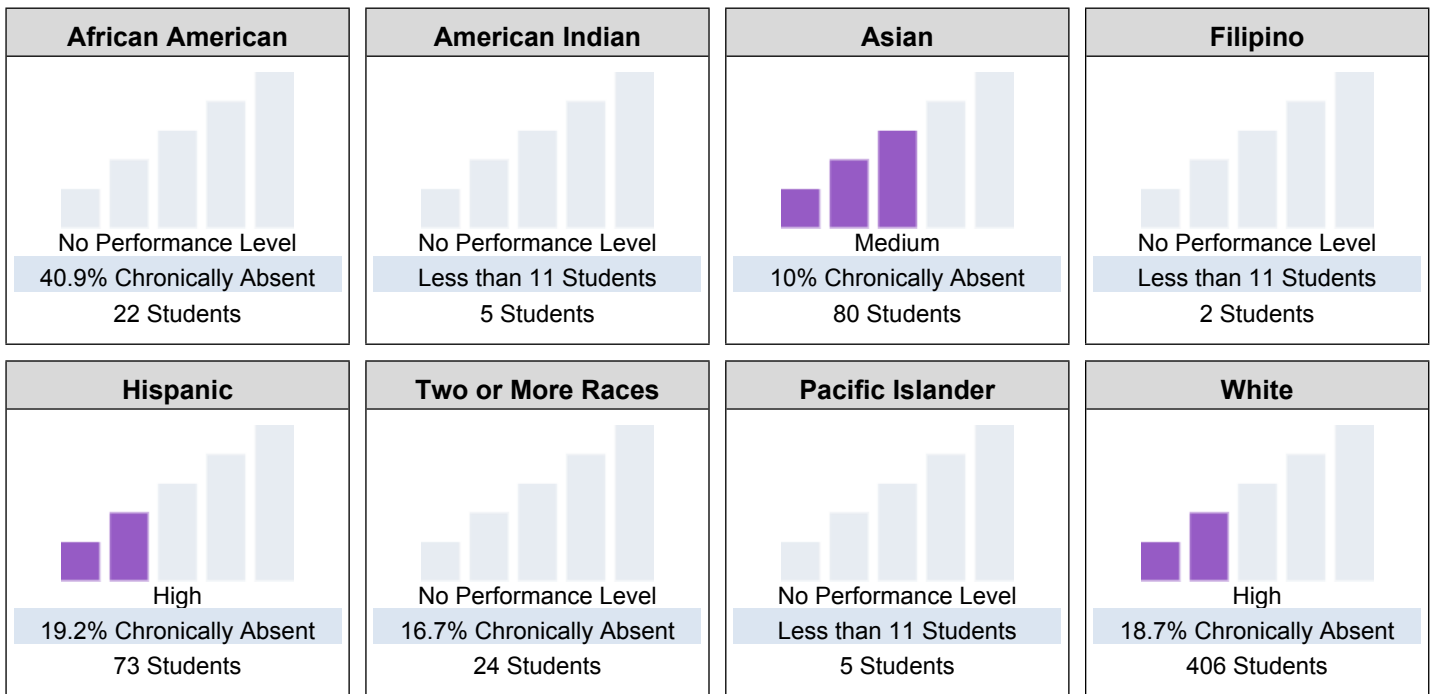
This section provides number of student groups in each level.



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



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



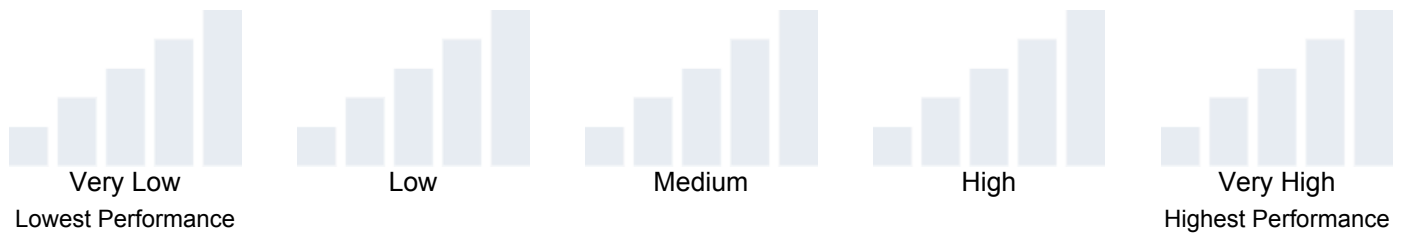
**Conclusions based on this data:**

1. We need to focus on outreach and communication to all families regarding chronic absenteeism.

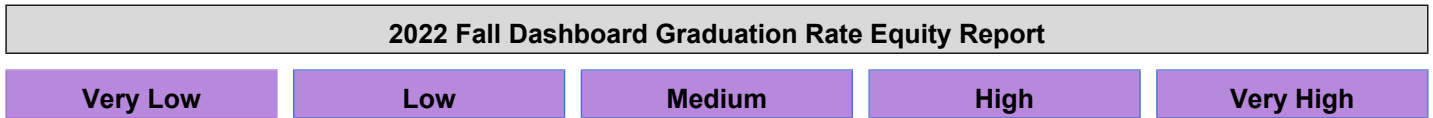
# School and Student Performance Data

## Academic Engagement Graduation Rate

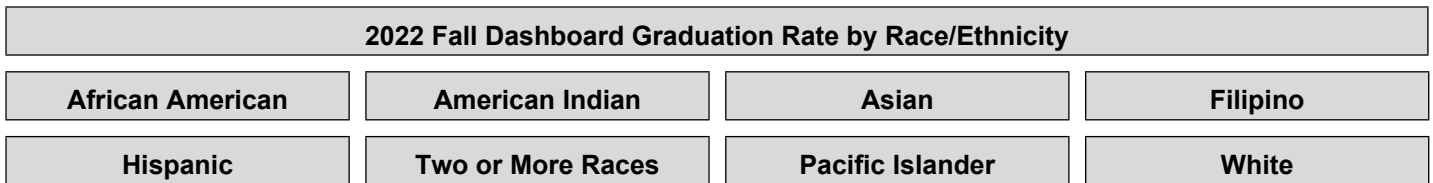
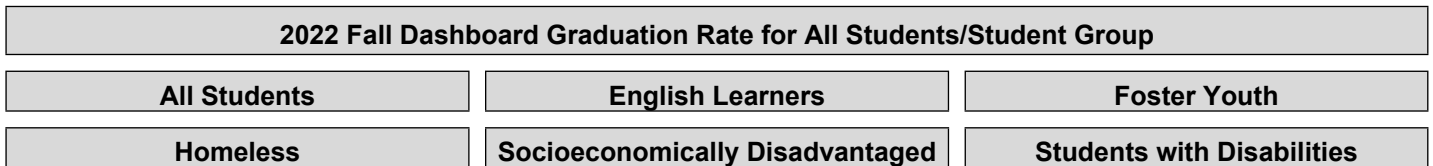
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

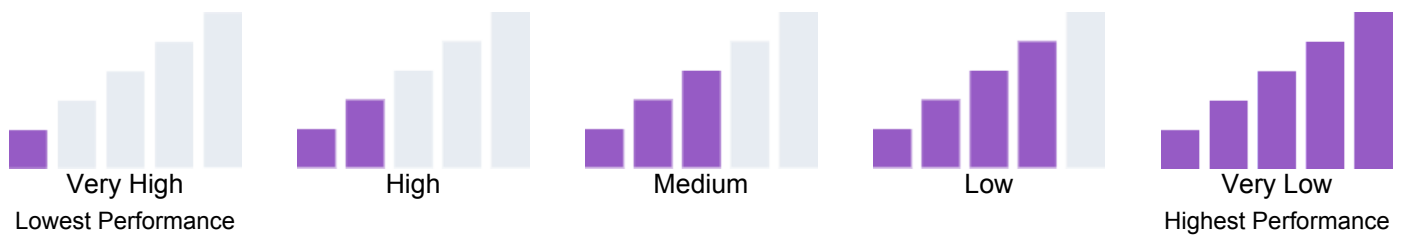
1. Current data is not available.

# School and Student Performance Data

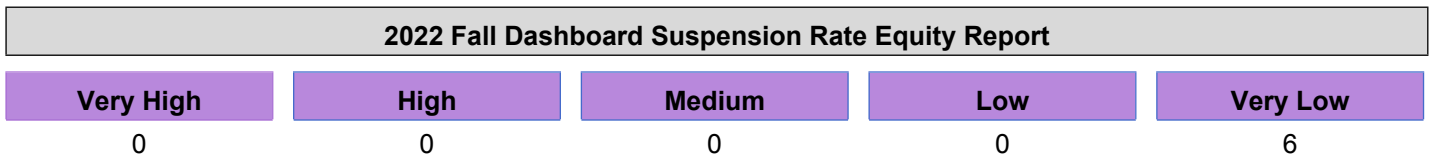
## Conditions & Climate Suspension Rate

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

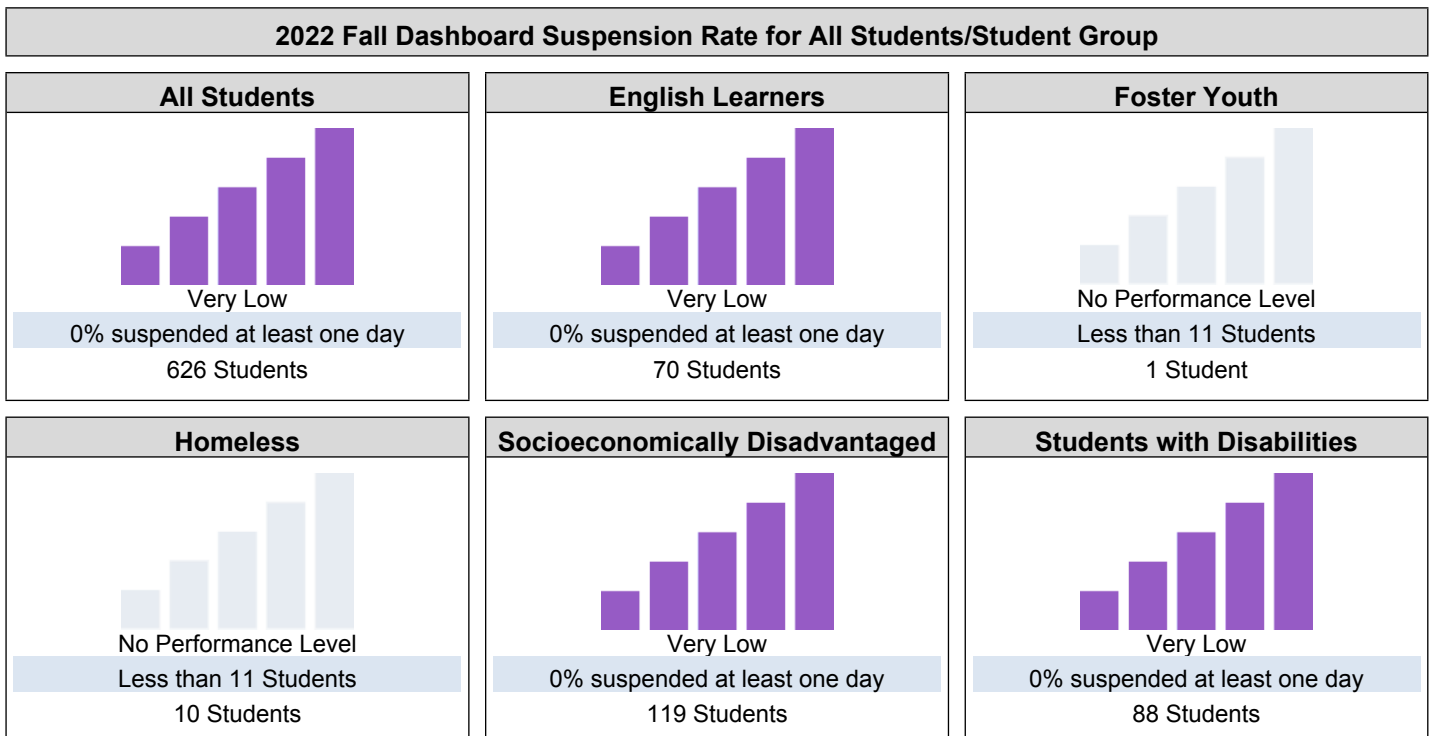
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



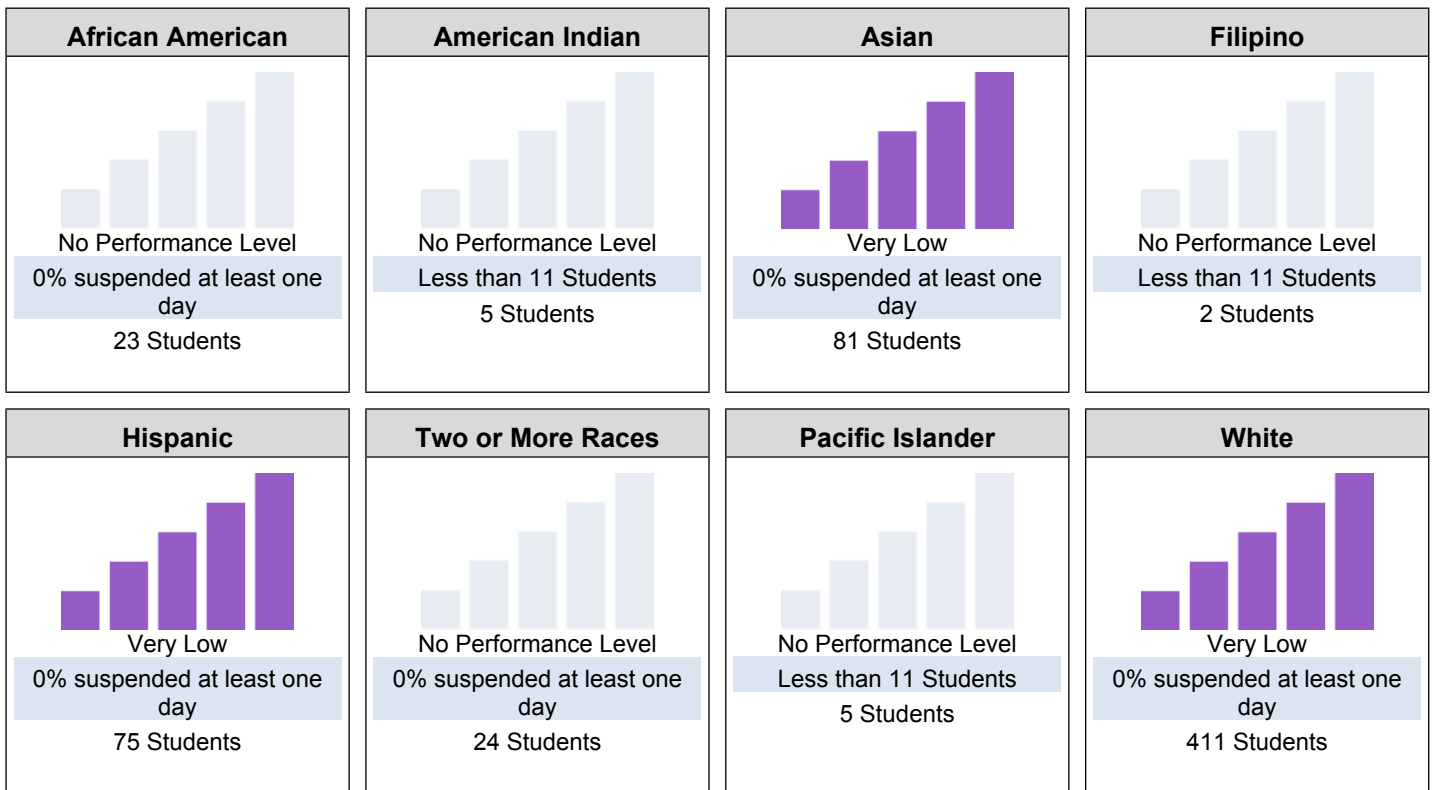
This section provides number of student groups in each level.



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



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



**Conclusions based on this data:**

1. Our suspension rate is almost 0.

# 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 2024, 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 2024, greater than or equal to 80% of all 2nd-5th grade students will score in the Tier 1 range or will improve by 10% above the spring assessment date on the ELA Star assessments, whichever is less.

C. By June 2024, greater than or equal to 80% of all 2nd-5th grade students will score in the Tier 1 range on Math Star assessments or will improve by 10% above the spring assessment date on the Math Star assessments. whichever is less.

### Identified Need

In doing a comparative analysis of the Fall, Winter, and Spring 2023 Winter assessment data from 2nd-5th grade Star Reading and Math assessments it has been determined that there is a continued need to focus on student growth in both reading and math. 90% of our students TK-5th are performing at or above grade level in the F&P reading benchmark assessments, however, we need to continue to target foundational reading skills, phonics instruction, sight word practice, and vocabulary development. In grades 3-5 there is a need to target developing vocabulary, spelling skills, reading fluency, and making inferences.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Reading and Math Scores, F&P reading levels	F&P average of 90% meet or exceed standards for 1st-5th grades. 70.7% overall of 1st-5th grade students meet or exceed the benchmark on the ELA Star assessment. 60% overall of 1st-5th grade students meet or exceed the benchmark in Math Star assessment.	5% growth increase in reading fluency and comprehension as measured by F&P. 10% growth in the ELA Star reading and 10% growth in the Math Star assessment.

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 CGI 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)	Source(s)
0	Other None Specified
	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)
3000.	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development
0	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures  Substitute Teachers
	Site Formula Funds None Specified

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Teacher Book Study: "Stamped" All teachers and classified staff participate in this book study with Dr. Sonja Cherry Paul

### 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)
1255.80	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Staff Book Study for core curriculum development

### Strategy/Activity 4

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

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

TK-2nd Grade Students

#### Strategy/Activity

Teachers College Reading and Writing Workshop Staff Development PD for K-2nd Grade teachers. Primary teachers will have a 1-2 day workshop with TC staff developers to learn about the new reading and writing units of study, 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)

3500.

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

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 Star Math assessment, CGI assessments, and Formative assessments are recommended for math intervention. Intervention is provided for each grade level, (3rd-5th) in 6 week cycles by volunteers. Small groups are fluid.

### 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)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)



### Strategy/Activity 7

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)






### Strategy/Activity 8

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	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 for Classroom Libraries. Each teacher receives \$500. to purchase books to keep their classroom libraries current.

**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)

15000.

Source(s)

Parent-Teacher Association (PTA)  
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)

0.

Source(s)

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/ Kindergarten Students

Strategy/Activity

## F&P 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: 2022-23

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.

The overall focus of these activities is to provide differentiated, targeted instruction in math and reading. Our students have shown significant progress in reading levels and our struggling students have shown growth understanding math concepts.

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 2023-24 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 CAASPP 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

A. By June 2024, our 1st-5th grade Non-English and Limited English speakers will progress from Level 1 to Level 2 (Emerging to Expanding in the ELD Standards) on the English Language Proficiency Assessment (ELPAC)

B. By June 2024, 80% of our English Learners that are at a Level 2 on the English Language Proficiency Assessment (ELPAC), will progress to a Level 3 (Expanding to the cusp of Bridging in the ELD Standards)

C. By June 2024, 80% of our English Learners that are at a Level 3 on the ELPAC will progress to a Level 4 (Expanding to Bridging in the ELD Standards)

## Identified Need

Based on analysis of current ELPAC scores 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 2022 spring ELPAC in grades K-5th and Fall 2022 ELPAC data for K and 1st, overall scores averaged in the Expanding level. Our Newcomers and limited English learners scored at Level 1, Emerging on the ELD standards.	EL students will progress at least one level on the ELPAC assessment and show growth on the ELD standards of the English Proficiency Continuum. Students will demonstrate 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  
Staff PD

#### **Strategy/Activity 4**

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

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

EL Students

Strategy/Activity

4th and 5th Grade students in danger of becoming Long Term English Learners (LTEL) will participate in the English 3D program: Our 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 have 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: 2022-23

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.

The activities set forth to support the 2023-24 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 2023-24 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

A. By June 2024, all students in TK-5th will demonstrate through verbal and written discourse in an understanding of their identity and how this is reflected and valued in our society within the Identity domain of the Social Justice Standards.

B. By June 2024, the Roosevelt learning community will form a DEI Committee that includes teachers, support staff, and parents in order to create events, workshops, activities, and surveys that emphasize and support equity and inclusion.

## Identified Need

SMMUSD has begun to implement a district-wide vision for Diversity, Equity, and Inclusion (DEI) for staff, students, and families. Roosevelt is entering our third year of collaboration with the Cotsen Foundation in which a group of teacher leaders and a teacher mentor work closely with Cotsen Foundation consultants. These consultants provide targeted support for our Roosevelt Cotsen fellows and mentor that is in alignment with the SMMUSD's vision for DEI. This targeted support includes unpacking Social Justice Standards, planning culturally relevant read alouds across grade levels, and integrating a DEI lens into instruction across all core academic subjects. Our Fellows and mentor will be leading grade level teams in re-inventing instruction, SEL time, and classroom events through our signature lens of DEI.

Additionally, our Roosevelt community will support a school-wide DEI vision by establishing a DEI committee that includes staff and parent representatives.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher observations, student work samples, attendance at DEI committee and DEI school events, Olweus survey and School Climate Survey.	Our baseline will be established in the 2023-24 school year.	Students will demonstrate an understanding of DEI concepts that include the Identity Domain of the Social Justice Standards and an active and effective DEI committee will be formed.

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)**

0.

**Source(s)**

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 DEI 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.

**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)

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)

Site Formula Funds  
4000-4999: Books And Supplies

### Strategy/Activity 7

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

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

All Students

Strategy/Activity

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.

**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)

Staff, Students, and Parents

Strategy/Activity

Create a DEI Committee that includes staff and parents

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000.

Source(s)

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

**Strategy/Activity 10**

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

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

All students and staff

Strategy/Activity

Provide DEI consultants for staff professional development

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Ed Foundation

5800: Professional/Consulting Services And Operating Expenditures  
PD Consultants

### 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)

300.

#### Source(s)

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.

#### 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)

1200.

#### Source(s)

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)

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	
---	--

## Annual Review

**SPSA Year Reviewed: 2022-23**

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

### ANALYSIS

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

Our Roosevelt DEI committee will foster inclusion and participation in events and school attendance of our increasingly diverse families and staff. Our DEI consultants will provide a foundational understanding of social/emotional skills, learning and instruction with a DEI lens.

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	\$64,255.80

## 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	\$3,000.00
District LCAP Funds	\$0.00
Other	\$0.00
Parent-Teacher Association (PTA)	\$30,900.00
Site Formula Funds	\$7,555.80
Stretch Grant (Ed Foundation)	\$21,800.00
Title 1 2021-2022 Parent and Family Engagement Allocation	\$1,000.00

Subtotal of state or local funds included for this school: \$64,255.80

Total of federal, state, and/or local funds for this school: \$64,255.80

# 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
Jennifer Goldman	Classroom Teacher
Megan Cuevas	Classroom Teacher
Lynda Holeva	Principal
Dana DeGregorio	Classroom Teacher
Miles Warner	Parent or Community Member
Wendy Myer	Parent or Community Member
Stephen Chen	Parent or Community Member
Blythe Holden	Parent or Community Member
Nathaneal Buckley	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 5/18/2023



SSC Chairperson, Dana DeGregorio on 5/18/2023



# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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

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

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

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

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

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

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

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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



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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



Santa Monica-Malibu Unified School District  
Educational Services Department  
Roosevelt Elementary School

### **PARENT AND FAMILY ENGAGEMENT POLICY**

Roosevelt Elementary School has developed a written parent and family engagement policy with input from parents.

Roosevelt Elementary

It has distributed the policy to all parents and guardians.

After adoption, this plan will be distributed.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

The meeting date will be determined by SSC and will happen during an SSC meeting and PTA General meeting in the fall of 2023. The document will also be posted on the school website and in the Teddy Times School Newsletter.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

PTA meetings are in the morning and SSC meetings are held in the afternoon after school. All meetings are accessible through Zoom.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

The SSC elected parent representatives are involved.

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

Our Parent/Student Handbook, Newsletters, Website, BTSN, and Open House convey information to parents.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

Our Parent/Student Handbook, parent conferences, teacher and family newsletters, Back to School Night, SPSA, and report cards are instrumental in explaining curriculum, assessments, and expectations for students.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Parent conferences, surveys, committees, Student Success Teams, and IEPs all work to give parents a voice in education.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The SMMUSD and School Code of Conduct/Civility Policy based on board policy and Ed Code is posted in the office, on the website, and in the school handbook.

- Input for the Compact is done in conjunction with this policy.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests.

Roosevelt has numerous events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.

- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned

for and supported with activities, materials, and resources.

- Parent/Teacher Conferences each fall and as needed
- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports and Winter and Spring Report Cards
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
- Parent workshops and trainings
- Family events such as Back to School Picnic, Mornings on Montana, and Spirit Assemblies
- English Learner reclassification meetings in the winter and spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Teachers send home completed work for their parents to review with their child, parent workshops and trainings

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

#### Faculty Meetings

- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

#### Annual workshops and trainings such as Parent Volunteer Trainings

- Advertisement and promotion of parent committees such as ELAC, Special Ed Resource Group, PTA, and SSC
- The Bilingual Community Liaison supports families and helps connect families to school.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- The policy is available in other languages via technology applications, with support from the Bilingual

#### Community Liaison.

- All postings on the website are viewable in numerous languages via a translation app.
- The weekly parent newsletter utilizes a platform that allows for translation in numerous languages
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15%

or more of students at a school speak that language. Currently no language other than English falls into this category, however, Roosevelt offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.

The school provides support for parental involvement activities requested by parents.

- The Bilingual Community Liaison provides support to families
- The PTA works in collaboration with school staff and leadership to support family engagement

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Roosevelt Elementary School on 04/20/2023 04:00 pm and will be in effect for the period of 04/19/2024 04:00 pm.

The school will distribute the policy to all parents of students on, or before: 08/24/2023 05:00 pm.

Name of Authorized Official: Lynda Holeva

Signature of Authorized Official here:

Date Approved: 04/20/2023 04:00 pm

A handwritten signature in blue ink that reads "L Holeva". The signature is written in a cursive style with a large initial "L" and a long, sweeping underline.





Santa Monica-Malibu Unified School District  
Educational Services Department  
Roosevelt Elementary School

### **SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2023-24

Roosevelt Elementary School distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

#### **REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- This compact is posted on the website, available in the office, and shared annually, which is provided digitally and hardcopy available upon request.
- This compact is available in other languages via technology applications, and support in reviewing the document is available from the Bilingual Community Liaison.
- The compact is updated annually each spring with parent input by SSC parent-elected committee members.
- The meeting is advertised to all families on the website and in the weekly school newsletter. The Bilingual Community Liaison directly emails and/or calls families on behalf of the principal to invite them to attend the annual meeting to give input.
- The compact is reviewed and adopted by the SSC in conjunction with the SPSA.
- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
- The school invites and encourages parents to be involved in school engagement opportunities such as ELAC, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).

- The school will continue to use findings from all data sources to revise the Parent Compact so that it reflects the needs of all families.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- Parent/Teacher Conferences each fall and as needed
- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports and Winter and Spring Report Cards
- Letters with student assessment scores mailed home in fall, spring, and winter.
- School wide data and information shared at ELAC, SSC, PTA and other meetings.
- English Learner reclassification meetings in the winter and spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)
- Resources shared by the school via email and Teddy Times Family Newsletter
- Information shared at parent group and council meetings
- Decision making and advisory group trainings, conferences, and/or events.
- Posting of resources in teacher newsletters (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.
- Parent workshops and trainings

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports
- Winter and spring Report Cards
- Annual CELDT and EL reports
- Letters with student assessment scores mailed home in fall, spring, and winter.
- School-wide data and information shared at ELAC, SSC, PTA and other meetings.
- Resources, letters, flyers shared on the school and district website, and Teddy Times
- Student Success Team (SST) Meetings as needed
- Teacher communications with parents via emails, calls, and classroom apps.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

The school invites and encourages parents to be involved in school engagement opportunities such as ELAC, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.

- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. Roosevelt has numerous events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- Programs are shared in multiple ways including the school website, district website, the weekly school newsletter, emails/phone messages/texts, flyers, postings out front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- The compact is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- The Bilingual Community Liaison provides support to families
- All postings on the website are viewable in numerous languages via a translation app.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however Roosevelt offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- Annual workshops and trainings such as Parent Volunteer Training, Parent Ed Workshops, and Coffee with the Principal
- Advertisement and promotion of parent committees like ELAC, SSC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible, offer meetings/events at different days of the week, and/or different times, ensure information is provided in a language and format easily understood by families, and provide interpretation.

This Compact was adopted by the Roosevelt Elementary School on 04/20/2023 04:00 pm, and will be in effect for the period of 1 year to be adopted annually by SSC.

The school will distribute the Compact to all parents and family members of students participating on, or before:08/25/2023 12:00 am.

Name of Authorized Official: Lynda Holeva

Signature of Authorized Official here:

Date Approved: 04/20/2023 04:00 pm

A handwritten signature in blue ink, appearing to read "L. Holveta". The signature is written in a cursive style with a large initial "L" and a stylized "H".

## Roosevelt Parent-Student-Teacher Compact

We know that learning can take place only where there is a combination of effort, interest, and motivation. Because we are all committed to your child's progress at Roosevelt Elementary, we are going to do our best to promote your child's achievement. This compact is a promise to work together. Together we can improve teaching and learning. Please read and sign the parent/guardian section. Read the student section with your child(ren) and send back one compact with each child. We look forward to a productive and successful school year.

### As a parent/guardian, I will:

- Encourage my child to be independently responsible.
- Listen or read to my child every night.
- Communicate regularly with my child's teacher.
- Provide a home environment that encourages my child to learn.
- Recognize that I am my child's first teacher.
- Provide educational opportunities for my child during the summer.
- Strive to develop the skills needed to help my child such as reading resources and attending workshops and trainings when possible.
- If possible, volunteer in my child's school and participate in school activities.
- Review my child's progress report, Report Cards, and other progress data.
- Attend parent-teacher conferences.
- Be respectful to all members of the school community and uphold the school Civility Policy and SMMUSD Code of Conduct.

**Parent's/Guardian's Signature:** \_\_\_\_\_

### As a student, I will:

- Be an active participant in school and learning.
- Uphold school rules.
- Be respectful at all times and model the Character Development Traits.
- Attend school regularly and be punctual.
- Come to school prepared with homework and classroom materials.
- Do my best in my work and in my behavior.
- Read aloud or silently every day.
- Assume responsibility for my actions.

**Student's Signature:** \_\_\_\_\_

### As a teacher/school staff member, I will:

- Believe that each student can learn.
- Show respect for each child and their family.
- Help each child grow to their fullest potential.
- Provide a safe and productive learning environment.
- Model a professional behavior and a positive attitude.
- Provide meaningful and appropriate homework.
- Recognize and celebrate the cultural diversity of the students.
- Ensure fairness and equity in adherence to school, district, and classroom rules.
- View parents as partners in their child's education.
- Provide access to information in a language and format parents can understand (via liaison support, translated documents, translation at meetings, information about translation apps)
- Provide parents with appropriate resources to support their child's learning.
- Report student's progress to parents/guardians.
- Schedule conferences that are considerate of parent schedules.
- The school will provide a variety of opportunities and activities for parents to be involved in.

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_