School Year: | 2024-25

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	04/18/2024	6/20/2024

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

The School Plan for Student Achievement provides details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect and align to the Santa Monica-Malibu Unified School District's Local Control Accountability Plan (LCAP), which lays out goals for the entire District. Roosevelt Elementary is implementing a Schoolwide Program where its goals, strategies, and activities align with the Santa Monica Malibu Unified School District's LCAP goals.

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.

Roosevelt Elementary School Plan was developed with the input of teachers, administrators, classified staff, and parent group leaders. The purpose of the SPSA is to describe the plan in place that provides quality education to all students and closes the opportunity and achievement gap. The plan is based on various summative and formative data, LCAP goals, and state standards.

The annual process of developing, reviewing, and updating the Plan is conducted by the school's School Leadership Team (SLT), a collective group of staff members established by the site's principal, and the School Site Council (SSC), a collaborative, advisory group made up of school staff, parents, community members. Development of the SPSA is the Council's primary responsibility and offers schools and their respective communities an opportunity to:
- Be part of a collaborative and inclusive school support and growth process;
- Review and analyze state and local student achievement, attendance, and climate data;
- Engage the community in providing input to identify and develop school improvement priorities;
- Build relationships geared toward a mutual goal of supporting the success of all students;
- Celebrate and highlight the work of the schools in building performance and growth.

This partnership and collaboration in the problem-solving and planning process throughout the year is essential to help identify and organize strategies and resources that will lead to increased student achievement at the school.

Roosevelt Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategies/activities) can be referenced to the LCAP's intent. By implementing this comprehensive and strategic approach, we aim to create an educational environment that empowers our students to succeed academically, socially, and emotionally.

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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, guardian, staff, and student survey is distributed by the district office annually. This survey provides the district information about involvement, programming, parent involvement, and satisfaction shared by the opinions of participants on their experiences in SMMUSD in order to inform the decisions made by school and district administrators. Students in grade 5 are surveyed anonymously regarding school climate (Healthy Kids Survey), and students in grades 3-5 are surveyed anonymously regarding bullying (Olweus Report). These surveys are given one time per school year. Findings from these surveys from the 2023-24 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 2024 survey to develop new goals in School Climate & Culture for the 2024-25 school year.

Teachers were surveyed at the end of the 2022-23 school year to collectively determine a professional development focus for the 2023-24 school year. Respondents were presented with a list of 8 potential signature practices as a focus for the Cotsen Foundation Post Fellowship Year and asked to rank them from 1 to 8 regarding what would be most impactful for students. Culturally responsive pedagogy, social and emotional learning, and family engagement practices as areas for professional growth were selected by 89% of the staff. To build teacher efficacy and a professional development goal, teachers rated their own cohesive knowledge, embedded reflective practices, and role of supportive leadership. Throughout the 2023-24 school year, teachers have been surveyed to reflect on their needs, growth, and the growth of their students and how their reflective inner work is outwardly showing up in student behaviors and learning. This work will continue in the 2024-2025 school year.

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

Administrators and instructional coaches walkthrough and/or observe in classrooms frequently throughout the week. Both have observed the instructional emphasis on the Roosevelt strategic focus of engagement in meaningful conversations that demonstrate an understanding of the unique identities, cultures, & lived experiences of others.

Types of Classroom Observations:
Here at Roosevelt, we implement a combination of formal and informal observations, including:

1. Formal Observations: These involve pre-scheduled, structured classroom visits by administrators, typically lasting 30 - 45 minutes.
Formal observations focus on various aspects of teaching, such as lesson planning, instructional strategies, classroom management, and student engagement.

2. Classroom Walk-Throughs: Administrators or instructional coaches conduct brief, frequent visits to multiple classrooms to gather a snapshot of the overall teaching and learning environment throughout the week.

3. Classroom Learning Walks: Brief visits to classrooms by teachers and colleagues using research-based tools that allow participants to reflect on what students are learning. These walks are used to give constructive feedback and collaborate to share ideas about best-fit practices of teaching and classroom environments. District personnel (Directors, InnovateEd Consultants, School Board Members, etc.) may also accompany site leaders on learning walks at their convenience.

4. Collegial Observations: 100 % of our teachers have had regular opportunities to observe each other in various content areas tied to our professional goals. After observations, teachers are able to reflect and offer planning time for future lessons.

5. Accountability Partnership Observations: Teachers have formed accountability partnerships or triads to engage in a cycle of planning, teaching, reflecting, planning, and reteaching.

Frequency of Classroom Observations:
We aim to strike a balance between providing ongoing support and minimizing disruptions to the teaching and learning process. The frequency of classroom observations is as follows:

1. Formal Observations: At least one formal observation is conducted for each teacher who is on the evaluation cycle during the school year.

2. Learning Walks: Administrators or instructional coaches conduct monthly walkthroughs to maintain a consistent presence and awareness of the overall instructional climate.

3. Collegial/Partnership Observations: Opportunities are offered to all teachers once a month

Summary of Findings:
During classroom observations, administrators and instructional coaches take note of classroom management strategies, classroom environment (teacher tone), thoughtful lesson preparation, and student engagement. Teachers are provided with notes regarding these observations and walk-throughs.

Our classroom observations have yielded valuable insights into areas of strength and opportunities for growth. The key findings include strength in students participating in community building, effective use of technology to support instruction, grade-level professional learning collaborations, engagement in Cognitively Guided Instruction (CGI) math practices and Reading and Writing Workshops, teachers viewing students as culturally grounded critical learners, and positive classroom culture and rapport between teachers and students. Areas for Improvement include consistency in the implementation of identified work and an increased focus on collaborative learning where teachers can create a safe and respectful environment that promotes a free exchange of ideas with a student-centered growth mindset and philosophy where different perspectives are valued.

Teachers are evaluated by Administrators annually, biannually, or every five years, depending on their permanent employee status. The following cycle is used in SMMUSD: Year 1 (evaluation via observation), Year 2 (off), Year 3 (choice of professional growth plan or evaluation via observation), Year 4 (second year of professional growth), and Year 5 (off). During Year 3, teachers have the option of being evaluated or completing a professional growth plan.

When teachers engaged in collegial observing and planning together, a common understanding was built around how to implement professional signature practices best. Teacher efficacy has grown because as teachers model their own learning and vulnerability, they are inspiring a passion for learning in their own students. As teachers have taken on new practices, modeling for one another has also helped to define how these various practices look in the classroom and, in particular, how the curriculum is designed to meet the needs of our students best.

We are committed to using the information gathered from classroom observations to inform professional development, provide targeted support, and continuously improve teaching practices. By maintaining an open and constructive feedback loop, we strive to create an environment that fosters growth and excellence for our teachers and students.

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 TK-5 and the California Assessment of Student Performance and Progress (CAASPP) for grades 3-5 in the spring. The Interim Benchmark assessment 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 2024, and this data will be a factor in revising SPSA goals as needed in the fall of 2024. Teachers also administer Fountas & Pinnell (F&P) reading/comprehension assessments (reading text is classified according to various parameters, such as word count, number of different words, number of high-frequency words, sentence length, sentence complexity, word repetitions, illustration support, etc.), Star assessments, Interim Benchmark Assessments (IAB), Pre/Post Writing assessments from the TC Units of Study, and CGI Math assessments. For the 2023-2024 school year, the District Interim Writing Assessment (DIWA) was administered to all TK-5 students. DIWA is intended to be used as interim measures of progress toward grade-level standards mastery and support teachers, site leaders, and district staff in making informed decisions for student achievement and making any adjustments necessary in instructional plans and allocation of resources.

Students with IEPs are provided with accommodations based on their specific learning disability.

Teachers use early release days, designated grade level meeting times, to meet in grade level teams. PLCs analyze results from grades, district benchmarks, and common assessments. Teachers use common assessment results and various testing data to modify their instruction and determine interventions for those students who need to meet grade-level proficiency. Students requiring higher levels of RTI are monitored to determine possible interventions or for possible referral for testing for a possible learning disability. Instructional coaches, paraeducators, and curriculum program specialists can work with the PLCs.

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, Cognitively Guided Instruction (CGI) assessments, and Empathy Interviews, 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. We utilize a variety of curriculum-embedded assessments, including formative assessments (e.g., quizzes, exit tickets, and project-based assessments), benchmark assessments, and performance tasks, to gather data on student progress throughout the school year. Teachers collaborate monthly in their grade level team to analyze data, examine student work samples, and develop plans for instruction and student progress. Teachers and administrators systematically analyze assessment data to identify patterns, trends, and areas of growth or concern. Based on the data analysis, teachers implement targeted modifications to their instruction, which may include differentiated instruction, intervention, and enrichment.

Teachers also utilize data from Lexia and Dreambox to consider student baseline data and progress. Teachers work with the Literacy Coach and Literacy and Language Interventionist (LLI) to review the data. Together with the Literacy Coach and LLI, teachers follow particular protocols to ensure every student is considered in the data analysis.

Ongoing professional development opportunities are provided for teachers to enhance their capacity to analyze assessment data and implement effective instructional modifications. Data is consistently reviewed, and teachers modify their instruction to address student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff meets the "highly qualified staff" requirements. To be considered "highly qualified" under ESEA, a teacher of core academic content must possess: A bachelor's degree, a Master's degree, a teaching or intern credential, and demonstrated core academic subject matter competence.

Roosevelt has met those requirements.

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 can access SBE-adopted instructional materials and Columbia University Teachers College Reading and Writing Workshop instructional materials.

The District mandates the Common Core Standards as the curriculum, and teachers use the district-developed curriculum guides to guide the delivery of those standards and the use of materials and other resources to do so.

In addition, all teachers have "My Math," which is a state/district-adopted common core textbook, and the "Readers Workshop Units of Study" in reading and writing, which is rooted in the ELA Common Core Standards, as well as Benchmark which is the district adopted program for ELA. Teachers participate and are given multiple opportunities in district-provided professional development in the adopted language arts and mathematics, science, and social studies curricula, Cognitively Guided Instruction (CGI), social-emotional learning, Restorative Justice practices, and Social Justice standards. Teachers engage in professional learning opportunities offered by the school district in the Summer (multi-day training), throughout the school year (full-day training), and once per month during dedicated weekly staff collaboration time.

Site-based professional development with staff developers/consultants has been provided by the Cotsen Foundation for the 2023-24 school year to include culturally relevant pedagogy and 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. For the 2024-2025 school year, teachers and our SLT team will implement a continuation of professional development around culturally relevant pedagogy.

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. All teachers participate in the site or district's staff development offerings in their content area. Grade-level teams meet weekly in PLCs. Teacher PLCs are teacher-led. Staff is also encouraged to attend workshops on how technology will supplement the Common Core State Standards.

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. Training in culturally relevant pedagogy and restorative justice practices has been provided to teachers and the entire staff, along with sessions for families and caregivers.

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, SLP, OT, and SAI teachers provide input and assistance with students with special needs. Roosevelt has instructional assistants who work in grades TK-2. Some IAs work to provide Tier III reading instruction. We currently have an on-site teacher mentor funded by The Cotsen Foundation. We have a district-funded Literacy Coach who works directly with teachers to plan lessons, provide feedback, and facilitate PLC work. In addition, we have a district-provided Language and Literacy Interventionist who provides ELD instruction to English Language Learners.

Teachers on the School Leadership Team, along with Cotsen Fellows, develop and deliver professional development based on
needs determined through surveys and data review. 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)

Wednesday late start days allow for 1.5 hours of collaboration, which consists of professional development department meetings, grade-level team meetings, all-staff meetings, etc. All grade levels meet in their grade level groups at least once monthly; however, they frequently meet during lunch, music, PE, or prep times to share content, collaborate, and review assessments. Additionally, teachers collaborate in staff meetings and during professional development. Teachers use a variety of data, including student work, observations, and formal and informal assessments, to plan instruction and discuss the instructional needs of students.

Our School Psychologist, Speech and Language Pathologist, Occupational Therapist, and Specialized Academic Instruction (Special Education) teachers help provide input and assistance to students with special needs. Administrators observe classrooms regularly and provide feedback and assistance with instructional strategies and content. Sub-out days are provided for teachers to complete specific assessments, DIWA calibration, and for teacher collaboration. We also allow teachers to meet to collaborate outside of contract hours for extra duty pay, provided they present a plan for the planning, teaching, and reflection based on their goal.

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 for all teachers to follow a common sequence of instruction and assessment.

Our approach focuses on providing a coherent and rigorous educational experience that promotes student success and mastery of essential content and skills.

- Our school adopts and implements a research-based, standards-aligned, culturally relevant curriculum that aligns with state and federal content and performance standards. We ensure the curriculum is comprehensive, covering all subject areas and grade levels, and provides a clear and coherent progression of learning expectations.

- Teachers utilize instructional strategies and methodologies that align with the content and performance standards, as well as the diverse needs of our students. Best practices, such as differentiated instruction, culturally relevant pedagogy, formative assessment, and data-driven decision-making, are employed to ensure that instruction is responsive and adaptive to student needs and supports the achievement of desired learning outcomes.

- We ensure that all instructional materials, including textbooks, supplementary resources, and technology tools, are aligned with content and performance standards.

- Ongoing professional development opportunities are provided to support teachers in effectively implementing the aligned curriculum, instruction, and materials.

- We regularly monitor and assess student progress and performance through a combination of curriculum-embedded assessments, benchmark assessments, and state-mandated standardized tests.

- Our school actively involves teachers, administrators, parents, and community members in the development, implementation, and evaluation of our SPSA, ensuring that the plan is responsive to the needs and priorities of our community and aligns with the content and performance standards.

- All Roosevelt teachers adhere to the required instruction daily minutes.

- All students participate in the district diagnostic assessments by taking the Star assessment in math and ELA.

- TK-5 teachers use small group instruction and have time built into their daily schedule for strategic intervention.

- Our Literacy & Language Interventionist provides supplemental Academic Language support to 4th and 5th-grade English Language learners. The program adopted by the District is called English 3D, an approved, scripted Academic Language program. She also provides support to any English Language Learner in grades 2nd through 5th who qualifies for Tier III support. Those students require a different instructional program. The two programs adopted by the district are SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Leveled Literacy Intervention (LLI). However, this is not ELD support. This is considered a Tier III intervention.

- All classroom teachers are required to teach Integrated and Designated ELD during the

instructional day to their English Learners. Teachers have lessons and resources in Benchmark, TC, their Social Studies curriculum, their Science curriculum, and My Math to support the direct instruction of Integrated and Designated ELD.

- Roosevelt utilizes Google DRIVE to share and store agendas, resources, assessments, and more for the staff.

By implementing this comprehensive approach, we aim to create a rigorous and coherent educational experience that
prepares our students for college, career, and life success.

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

Roosevelt has a largely stable school staff, providing continuity of instructional practices and community. All instructional minutes adhere to recommendations as verified by the Student Services and Educational Services Departments.

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 (Kindergarten: 36,000 minutes; Grades 1–3: 50,400; and Grades 4–5: 54,000 minutes). In addition, core subjects are taught to students for the district-recommended amount of time each week. 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)

Teachers adhere to the pacing guides and schedules provided by the District. Additionally, teachers plan with colleagues to ensure that instructional minutes are met while providing time for intervention, remediation, and extension. Administration allocates a portion of the school budget to provide intervention courses for the school's EL students. 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 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 offers 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 access to all the materials connected to the district-adopted math, ELA, science, social studies curriculums, etc. Additionally, students have access to district-approved supplementary materials connected to Units of Study in Reading, Writing, and Phonics. Our site has purchased the most recent versions of these units and Jump Rope Readers for primary classrooms to support phonics instruction. The school has purchased Leveled Literacy Intervention Kits and ongoing supplementation for the growth of classroom-leveled and read-aloud libraries. Software subscriptions include Lexia, Dreambox, Freckle, as well as MyOn for leveled library student access.

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Trauma-informed practices include holding space and restorative community circles. Cognitively Guided Instruction (CGI) is implemented in math, and 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 supporting students emotionally and academically, screen time and social media, and home-school connection. Parent-teacher conferences provide parents with information and support to assist their children outside school hours. ELAC meetings offer parents and guardians of English Learners information and support. Student Success Team meetings include parent input to determine resources and a school plan to assist striving students.

Families have been given opportunities to participate in diversity, equity, and inclusion trainings and committees. Additionally, families have been offered opportunities to participate in Restorative Justice trainings.

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/Guardians are part of the PTA, Site Governance, and ELAC. All these committees meet once a month, with the exception of ELAC, which 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.

<u>Funding</u>

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

The Instructional Coach and Language and Literacy Interventionist provide Tier III intervention. Instructional Assistants are trained in using the Leveled Literacy Program and SIPS programs. Materials and professional development are provided to teachers to assist with students who are underperforming. Further counseling services are available. Before and after school math intervention (enrichment) is offered to students who meet the requirements.

Fiscal support (EPC)

The district supports Roosevelt 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

The administration collaborates with the Site Governance Council, ELAC, PTA, and Site Leadership Team (SLT) to determine SPSA Goals. Collaboration is ongoing throughout the school year, and each educational partner group meets monthly to discuss school climate and culture, school safety, academic progress, and meeting the needs of EL and special education students. 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 identified as a result of the required needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.68%	0.51%	0.51%	4	3	3
African American	2.72%	5.05%	5.61%	16	30	33
Asian	12.90%	13.3%	11.90%	76	79	70
Filipino	0.34%	0.67%	0.85%	2	4	5
Hispanic/Latino	11.71%	14.31%	16.84%	69	85	99
Pacific Islander	0.85%	0.51%	0.34%	5	3	2
White	66.72%	60.61%	56.97%	393	360	335
Multiple/No Response	3.90%	4.71%	6.29%	23	28	37
			Total Enrollment	589	594	588

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	102	121	121
Grade 1	84	80	103
Grade 2	87	85	81
Grade3	101	93	81
Grade 4	103	110	89
Grade 5	112	105	113
Total Enrollment	589	594	588

Conclusions based on this data:

1. White population has declined by 10%

2. Enrollment from 2020-21 to 2022-23 has decreased by approximately 20% in grades 1-5.

3. Enrollment in kindergarten is up by approximately 20%

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	58	67	60	8.60%	9.8%	10.2%
Fluent English Proficient (FEP)	57	64	70	10.70%	9.7%	11.8%
Reclassified Fluent English Proficient (RFEP)		17		8.6%		

Conclusions based on this data:

1. There has been an increase in the number of RFEP students

2. There has been a 15% increase in the number of EL students from 20-21 to 22-23 school year

3. More resources and training could be put into supporting EL students as the number of students increase.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students										
	# 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	91	0	98	88	0	98	88	0.0	95.1	96.7
Grade 4	121	105	113	0	104	109	0	80	109	0.0	99.0	96.5
Grade 5	114	111	105	0	109	105	0	109	105	0.0	98.2	100.0
All Grades	345	319	309	0	311	302	0	287	302	0.0	97.5	97.7

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

Grade Level	Overall Achievement for All Students														
	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.	2508.	NA	41.84	62.50	NA	26.53	12.50	NA	22.45	20.45	NA	9.18	4.55
Grade 4	NA	2536.	2503.	NA	51.25	41.28	NA	28.75	22.94	NA	8.75	16.51	NA	11.25	19.27
Grade 5	NA	2594.	2578.	NA	59.63	51.43	NA	26.61	27.62	NA	11.01	12.38	NA	2.75	8.57
All Grades	N/A	N/A	N/A		51.22	50.99		27.18	21.52		14.29	16.23		7.32	11.26

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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	47.73	NA	61.22	46.59	NA	9.18	5.68
Grade 4	NA	40.00	32.11	NA	56.25	55.05	NA	3.75	12.84
Grade 5	NA	44.04	42.31	NA	50.46	52.88	NA	5.50	4.81
All Grades		37.98	40.20		55.75	51.83		6.27	7.97

Grade Level	Writing Producing clear and purposeful writing								
	% 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	50.00	NA	58.16	40.91	NA	13.27	9.09
Grade 4	NA	46.05	22.02	NA	46.05	58.72	NA	7.89	19.27
Grade 5	NA	57.80	42.86	NA	39.45	51.43	NA	2.75	5.71
All Grades		44.52	37.42		47.70	50.99		7.77	11.59

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	25.00	NA	72.45	68.18	NA	7.14	6.82
Grade 4	NA	25.00	24.77	NA	70.00	66.97	NA	5.00	8.26
Grade 5	NA	32.11	25.96	NA	62.39	69.23	NA	5.50	4.81
All Grades		26.13	25.25		67.94	68.11		5.92	6.64

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	39.77	NA	61.22	52.27	NA	6.12	7.95
Grade 4	NA	31.25	30.28	NA	53.75	58.72	NA	15.00	11.01
Grade 5	NA	47.71	45.19	NA	46.79	50.96	NA	5.50	3.85
All Grades		37.98	38.21		53.66	54.15		8.36	7.64

Conclusions based on this data:

1. There has been a 5% decrease in students who were able to score in the meeting or exceeding proficiency range on the ELA portion of the CAASPP between 2022 and 2023.

2. Continuation of monitoring the progress of reading and writing through multiple assessments to determine where the biggest needs are to increase progress.

3. The overall number of students who did not meet standards and nearly met standards increased from 2022 to 2023.

School and Student Performance Data

CAASPP Results
Mathematics (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	91	0	96	90	0	96	89	0.0	93.2	98.9
Grade 4	121	105	113	0	103	112	0	103	112	0.0	98.1	99.1
Grade 5	114	111	105	0	109	104	0	109	104	0.0	98.2	99.0
All Grades	345	319	309	0	308	306	0	308	305	0.0	96.6	99.0

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

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.	2496.	NA	39.58	49.44	NA	32.29	30.34	NA	18.75	14.61	NA	9.38	5.62
Grade 4	NA	2513.	2496.	NA	32.04	31.25	NA	32.04	25.00	NA	30.10	29.46	NA	5.83	14.29
Grade 5	NA	2585.	2541.	NA	55.05	35.58	NA	23.85	22.12	NA	15.60	25.96	NA	5.50	16.35
All Grades	N/A	N/A	N/A		42.53	38.03		29.22	25.57		21.43	23.93		6.82	12.46

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	51.69	NA	45.83	41.57	NA	12.50	6.74
Grade 4	NA	32.04	28.57	NA	51.46	50.89	NA	16.50	20.54
Grade 5	NA	50.46	33.65	NA	44.95	45.19	NA	4.59	21.15
All Grades		41.56	37.05		47.40	46.23		11.04	16.72

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	52.81	NA	46.88	42.70	NA	8.33	4.49
Grade 4	NA	39.81	30.36	NA	49.51	52.68	NA	10.68	16.96
Grade 5	NA	47.71	30.77	NA	44.04	54.81	NA	8.26	14.42
All Grades		44.16	37.05		46.75	50.49		9.09	12.46

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	48.31	NA	50.00	44.94	NA	8.33	6.74
Grade 4	NA	38.83	37.50	NA	55.34	48.21	NA	5.83	14.29
Grade 5	NA	43.12	25.00	NA	48.62	61.54	NA	8.26	13.46
All Grades		41.23	36.39		51.30	51.80		7.47	11.80

Conclusions based on this data:

1. There has been a 10% decrease in students who were able to score in the meeting or exceeding proficiency range on the Math portion of the CAASPP between 2022 and 2023.

2. There should be a focus on improving student progress in mathematics across grade-levels through consistent PD and structured grade-level planning time to discuss student work and plan.

3. There was a significant increase of students who did not meet standards in math from 21 to 48 students from 2022 to 2023.

School and Student Performance Data

ELPAC Results

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	*	*	1466.3	*	*	1470.1	*	*	1457.4	5	10	17
1	*	1438.0	*	*	1441.6	*	*	1433.9	*	8	12	5
2	*	*	*	*	*	*	*	*	*	7	6	10
3	1523.5	*	*	1545.1	*	*	1501.2	*	*	15	9	9
4	1580.3	1580.1	1497.3	1610.8	1610.2	1516.8	1549.3	1549.6	1477.5	12	14	12
5	*	1651.9	*	*	1712.8	*	*	1590.4	*	5	12	9
All Grades										52	63	62

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores 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	*	*	35.29	*	*	23.53	*	*	29.41	*	*	11.76	*	*	17
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	33.33	41.67	28.57	25.00	0.00	0.00	0.00	0.00	0.00	41.67	12	14	12
5	*	100.0	*	*	0.00	*	*	0.00	*	*	0.00	*	*	12	*
All Grades	58.00	53.97	43.55	38.00	33.33	35.48	2.00	1.59	9.68	2.00	11.11	11.29	50	63	62

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	*	*	41.18	*	*	17.65	*	*	29.41	*	*	11.76	*	*	17
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	58.33	8.33	0.00	0.00	0.00	0.00	25.00	0.00	0.00	16.67	12	14	12
5	*	100.0	*	*	0.00	*	*	0.00	*	*	0.00	*	*	12	*
All Grades	88.00	77.78	67.74	10.00	7.94	11.29	0.00	6.35	14.52	2.00	7.94	6.45	50	63	62

Oral Language
Percentage of Students at Each Performance Level for All Students

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
K	*	*	23.53	*	*	11.76	*	*	58.82	*	*	5.88	*	*	17
1	*	0.00	*	*	41.67	*	*	25.00	*	*	33.33	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	7.69	*	*	30.77	*	*	53.85	*	*	7.69	*	*	13	*	*
4	33.33	21.43	0.00	33.33	50.00	33.33	33.33	28.57	16.67	0.00	0.00	50.00	12	14	12
5	*	58.33	*	*	41.67	*	*	0.00	*	*	0.00	*	*	12	*
All Grades	30.00	22.22	16.13	38.00	39.68	37.10	28.00	23.81	35.48	4.00	14.29	11.29	50	63	62

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
K	*	*	23.53	*	*	70.59	*	*	5.88	*	*	17
1	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	30.77	*	*	69.23	*	*	0.00	*	*	13	*	*
4	83.33	71.43	50.00	16.67	28.57	33.33	0.00	0.00	16.67	12	14	12
5	*	75.00	*	*	25.00	*	*	0.00	*	*	12	*
All Grades	64.00	57.14	51.61	34.00	38.10	43.55	2.00	4.76	4.84	50	63	62

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
K	*	*	47.06	*	*	41.18	*	*	11.76	*	*	17
1	*	41.67	*	*	16.67	*	*	41.67	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	100.00	*	*	0.00	*	*	0.00	*	*	13	*	*
4	100.00	100.00	50.00	0.00	0.00	33.33	0.00	0.00	16.67	12	14	12
5	*	100.00	*	*	0.00	*	*	0.00	*	*	12	*
All Grades	94.00	80.95	72.58	4.00	6.35	19.35	2.00	12.70	8.06	50	63	62

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
K	*	*	29.41	*	*	64.71	*	*	5.88	*	*	17
1	*	16.67	*	*	41.67	*	*	41.67	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	15.38	*	*	53.85	*	*	30.77	*	*	13	*	*
4	41.67	21.43	0.00	50.00	64.29	50.00	8.33	14.29	50.00	12	14	12
5	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*
All Grades	42.00	26.98	24.19	48.00	57.14	62.90	10.00	15.87	12.90	50	63	62

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
K	*	*	35.29	*	*	41.18	*	*	23.53	*	*	17
1	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	23.08	*	*	61.54	*	*	15.38	*	*	13	*	*
4	8.33	42.86	16.67	91.67	57.14	41.67	0.00	0.00	41.67	12	14	12
5	*	58.33	*	*	41.67	*	*	0.00	*	*	12	*
All Grades	26.00	33.33	22.58	66.00	57.14	62.90	8.00	9.52	14.52	50	63	62

Conclusions based on this data:

1. ELPAC assessment data for 2024 is pending. There's not enough data to make further conclusions.

2. Pending ELPAC assessment data.

3. Pending ELPAC assessment data.

School and Student Performance Data

Student Population
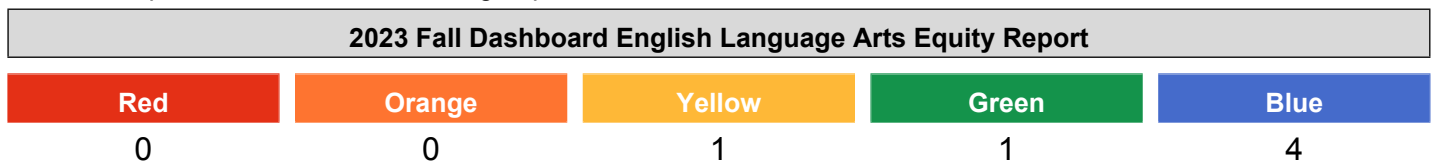
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
594	**18**	**11.3**	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	67	11.3
Foster Youth		
Homeless	3	0.5
Socioeconomically Disadvantaged	107	18
Students with Disabilities	68	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	5.1
American Indian	3	0.5
Asian	79	13.3
Filipino	4	0.7
Hispanic	85	14.3
Two or More Races	28	4.7
Pacific Islander	3	0.5
White	360	60.6

Conclusions based on this data:

1. Collectively, ~30% of student population for the 22-23 school year is identified as socioeconomically disadvantaged and students with disabilities.

2. Allocate resources and teacher/staff training to support students and their families that are SED, especially as they are a more significant percentage of our population (18%).

3. Consider a structured plan with training and support on how to address the different needs and levels of our English learners (11% of population), especially for designated ELD instruction.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress Blue		

Conclusions based on this data:

1. Continue growth in mathematics PD for teachers and support for students.

2. Our English Language Arts progress continues to be stronger than our math growth but there have been decreases in state test scores in both areas.

3. Chronic absenteeism should continue to be a focus we could work on with our families.

School and Student Performance Data

Academic Performance
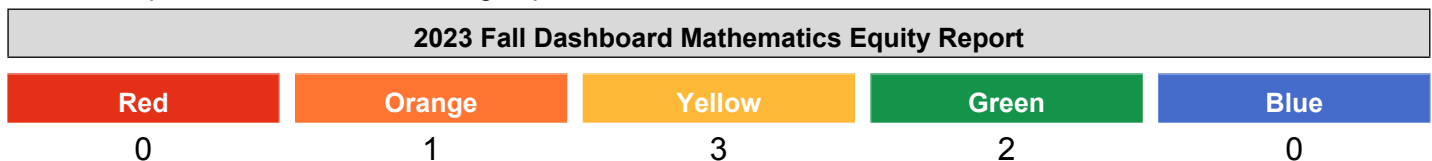## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	4

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
62.7 points above standard	27.7 points above standard	0 Students
Increased Significantly +24 points	Increased Significantly +52.8 points	
290 Students	34 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Green
2 Students	1.7 points below standard	0.1 points above standard
	Decreased -3.3 points	Increased Significantly +33.4 points
	65 Students	49 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
97.9 points below standard 13 Students	No Performance Color 0 Students	Blue 91.7 points above standard Increased Significantly +41.9 points 35 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 19.4 points above standard Increased Significantly +44.1 points 43 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	Blue 75.5 points above standard Increased Significantly +28 points 187 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
35.2 points below standard Maintained -1.8 points 17 Students	90.6 points above standard 17 Students	65.1 points above standard Increased Significantly +19.8 points 224 Students

Conclusions based on this data:

1. 1. Continued focus needed to support our English learners and SED population.

2. The progress of our students with disabilities could continue to be focused on as they are only 0.1 points above the green benchmark.

3. Our students who have reclassified are making strong progress.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	2	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
29 points above standard	10.5 points below standard	0 Students
Decreased -13.8 points	Decreased -7.9 points	
290 Students	34 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Yellow
2 Students	29.8 points below standard	16.7 points below standard
	Decreased Significantly -23.4 points	Decreased -9.1 points
	66 Students	49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
84.4 points below standard	No Performance Color	Green	Less than 11 Students
13 Students	0 Students	69.6 points above standard	2 Students
		Decreased -9.2 points	
		35 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	Less than 11 Students	Green
7 points below standard	8 Students	2 Students	37.9 points above standard
Decreased -6.9 points			Decreased -7.7 points
43 Students			186 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	**Reclassified English Learners**	**English Only**
55.5 points below standard	34.5 points above standard	34.1 points above standard
Decreased Significantly -32.7 points	17 Students	Decreased -9.6 points
17 Students		224 Students

Conclusions based on this data:

1. A focus on math is needed as overall and within our subgroups, there has been a decrease in proficiency in math.

2. Consider including more PD to support English learners in math through strategies in integrated and designated ELD.

3. We need to continue to focus our support on our SED and SPED students.
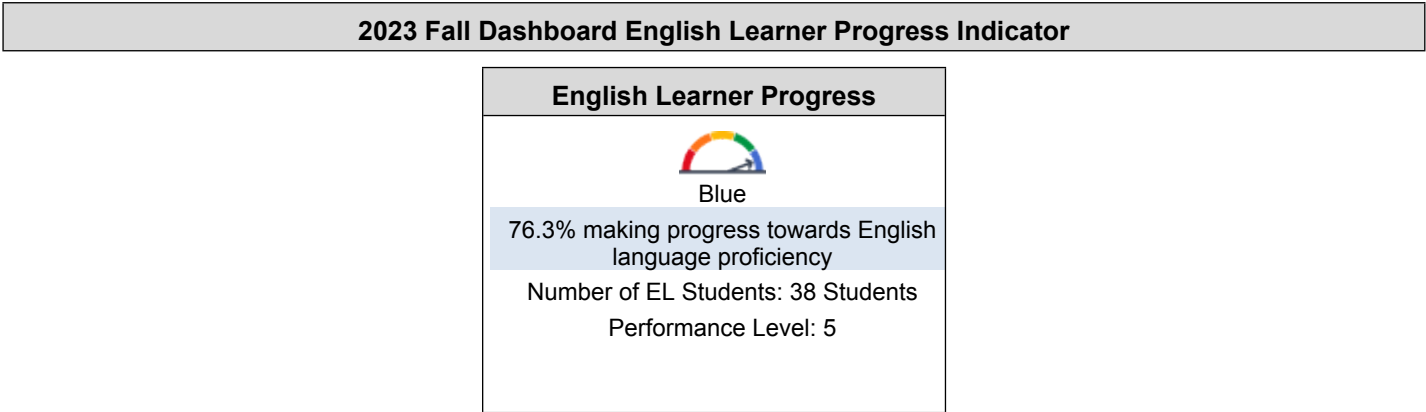
School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
76.3% making progress towards English language proficiency
Number of EL Students: 38 Students
Performance Level: 5

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.

2023 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**
2	7	12	17

Conclusions based on this data:

1. Half of our English learners are maintaining progress in their ELPI level.

2. Need to identify skills needed to support students who are maintaining at ELPI 4 to help them redesignate.

3. Overall, most of our English learners are making good progress in English language proficiency.

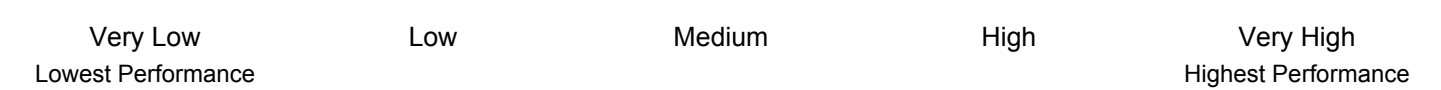# School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
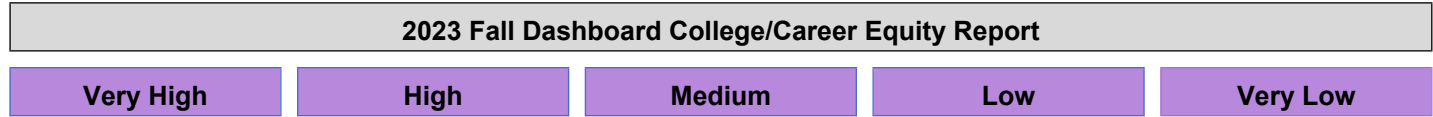
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."
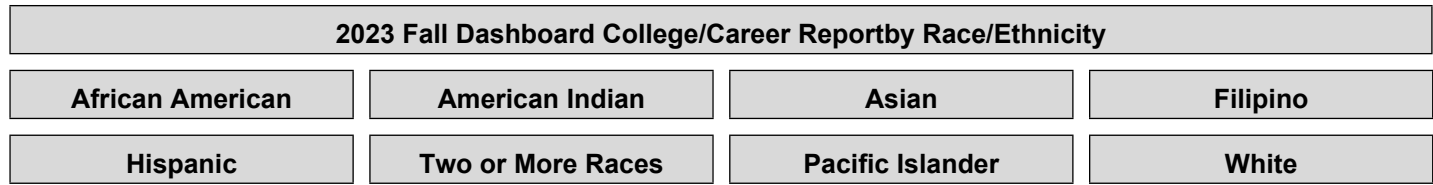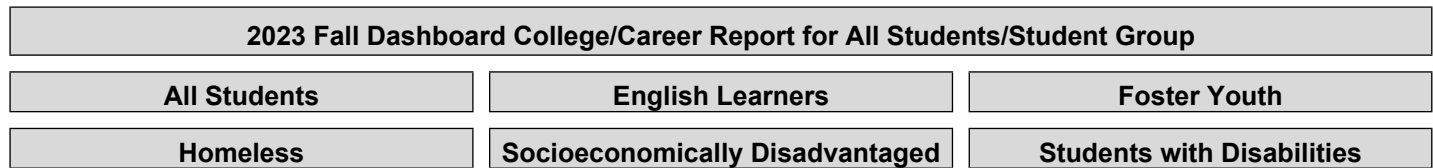
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no college/career data as Roosevelt is an elementary school. Roosevelt; however, has engaged in this area through classroom lessons, guest speakers, and extracurricular activities that introduce the topic of college and career pathways.

School and Student Performance Data
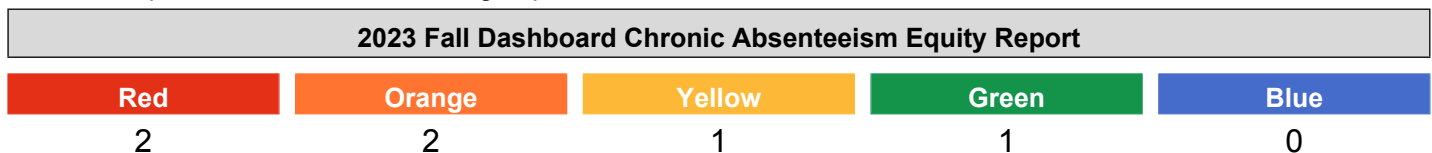
Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	1	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	Less than 11 Students
17.5% Chronically Absent	26% Chronically Absent	
Declined -0.8	Increased 2.8	2 Students
617 Students	73 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
	31.5% Chronically Absent	19.2% Chronically Absent
6 Students	Declined -2.4	Maintained -0.1
	130 Students	99 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
37.1% Chronically Absent	Less than 11 Students	Green	Less than 11 Students
Declined -3.8		7.6% Chronically Absent	
35 Students	3 Students	Declined -2.4	4 Students
		79 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	12.9% Chronically Absent	Less than 11 Students	Yellow
24.4% Chronically Absent	Declined -3.8		16.5% Chronically Absent
Increased 5.2	31 Students	3 Students	Declined -2.2
86 Students			376 Students

Conclusions based on this data:

1. Hispanic students were the only Race/Ethnicity group that increased in chronic absenteeism while others declined in chronic absenteeism.

2. There was an overall decline in chronic absenteesim for all students specifically in the subpopulations of socioeconomically disadvantaged students, African-American, Asian and White.

3. We must focus on outreach and communication to all families regarding student chronic absenteeism. The school will continue its efforts to improve this area of concern, including focusing on family support, guidance, and resources such as childcare options and educating parents on the importance of regular attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no graduation rate data as Roosevelt is an elementary school.

School and Student Performance Data
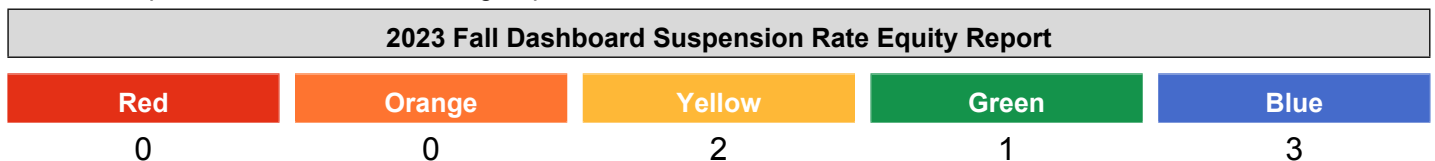
Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	1	3

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
0.2% suspended at least one day	0% suspended at least one day	2 Students
Maintained 0.2	Maintained 0	
621 Students	74 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Yellow
6 Students	0.8% suspended at least one day	1% suspended at least one day
	Increased 0.8	Increased 1
	131 Students	99 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Maintained 0 35 Students	Less than 11 Students 4 Students	Blue 0% suspended at least one day Maintained 0 79 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained 0 88 Students	0% suspended at least one day Maintained 0 31 Students	Less than 11 Students 3 Students	Green 0.3% suspended at least one day Increased 0.3 377 Students

Conclusions based on this data:

1. Restorative Justice circles and Holding Space are techniques used to help maintain a very low suspension rate.Classes meet daily for morning an closing circles. Suspension is a remediation strategy that is rarely used at Roosevelt but in the most extreme cases and as dictated by Education Code.

2. Roosevelt recorded 1 suspension in the 2022-2023 school year. Other means of intervention were employed in these cases but the issues persisted and suspensions were issued in accordance with Education Code.

3. Given the low suspension rate, we are doing well implementing alternative consequences and supporting intervention behavior practices. Teachers consistently engage students in social-emotional learning and conduct class meetings daily, which has helped students remain accountable for behavior that has impacted student suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Content Area Achievement- Mathematics and ELA

LEA/LCAP Goal

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowermen

Goal 1

By June 2025, the percentage of 3-5th grade students meeting or exceeding standards on the CAASPP in ELA and Math will increase by 10%.

We want to reduce the "achievement gap" between our White and BIPOC students in Math and ELA.

Subpopulation:
- AA students in ELA (13%) and in Math (11%) did meet or exceed standards. The goal is to show growth toward proficiency & increase the overall proficiency by 10%.
- Hispanic students in ELA (51%) and Math (50%) did meet or exceed standards. The goal is to show growth toward proficiency & increase the overall proficiency by 10%.

Identified Need

Through analysis of the most recent CAASPP data from spring 2023, it can be determined that there is a need for growth in both English, Language Arts, and Mathematics as overall proficiency percentages have decreased by 5% (ELA) and 10% (Math) from the previous testing year (2022). In Language Arts, we could continue to target phonics, phonemic awareness, reading fluency, evidence-based writing, spelling/grammar/conventions, and inferential reading skills. In math, we could continue to target math fact fluency, problem-solving skills, and developing stronger conceptual understanding through strategy work and student-centered math talk.

*Although CAASPP 2021-2022 data is cited, it is with the understanding that the test was modified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comparative CAASPP English/Language Arts and math scores from 2021-2022 and 2022-2023 school years, including disaggregated data by ethnicity subgroups. STAR data.	78% of 3rd-5th grade students were proficient or exceeded standards on the ELA CAASPP in 2022. 73% of students were proficient or exceeded standards on the ELA CAASPP in 2023.	10% growth increase in reading and math CAASPP proficiency percentages for 2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	72% of 3rd-5th grade students were proficient or exceeded standards on the Math CAASPP in 2022.

62% of students were proficient or exceeded standards on the Math CAASPP in 2023.

79% of 2nd-5th grade students met or exceeded standards on the most recent 2024 Winter Star reading assessment.

63% of 2nd-5th grade students met or exceeded standards on the most recent 2024 Winter Star Math 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

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 CGI Math and small group work for targeted instruction in ELA. 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	None Specified
No funding allocated. Will use existing Leveled Literacy Intervention (LLI) kits. Continuation of differentiated, small group instruction.

	None Specified
	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

Teacher Book Study: "Antiracist Reading Revolution, Dr. Sonja Cherry Paul"
All teachers will participate in this book study with support from 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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1st-5th Grade Students

Strategy/Activity

Math Intervention: Striving students (students scoring below proficiency levels) who are identified by teachers as measured by Star Math assessment, CGI assessments, and Formative assessments are recommended for math intervention to be provided additional instructional support and intervention. Intervention is provided for each grade levels 1st-5th.

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)

12,830.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher Hourly Rate for Before/After School Math Intervention

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Math Night, Literacy Night
Funded by Cotsen 2024-25 Family Engagement Mentorship

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)
500.00	4000-4999: Books And Supplies Cotsen Family Engagement Grant
3000	None Specified Cotsen Family Engagement Grant

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

Curriculum Audits (an in-depth process designed to document the current status of Roosevelt's
curriculum). Through the use of the curriculum scorecard, teachers will continue to audit their
leveled and read-aloud libraries to ensure that they are culturally relevant for students. Audits will
include the explicit curriculum and the implicit (hidden) curriculum. The explicit curriculum is the
readings, textbooks, and assessments. The hidden curriculum is the values and norms that
underlie the classroom culture through the teacher's choice of instructional strategies, behavior
expectations, and policies.

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

Amount(s)	Source(s)
0.	None Specified No funding allocated. This will occur within the classroom throughout the year.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1st & 2nd Grade Tier 3 Students

Strategy/Activity

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

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

Amount(s)	Source(s)
0	None Specified No funding allocated. This pull out model will be implemented by our highly trained Instructional Assistants.

Strategy/Activity 7
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)	Source(s)
0	None Specified No funding allocated. Kits have been previously purchased by our PTA

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

Data meetings: All teachers meet with Instructional Coach and Principal to review Fall and Winter Benchmark Assessment data with a focus on analyzing data of BIPOC and ELL students to intentionally plan instruction to move these groups forward.

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)
2800.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes will be subbed out to attend data meetings.
	None Specified
	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

F&P Assessments: Teachers will be subbed out to administer both fall and spring assessment.

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)
7140.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Subs will be provided in the Fall & Spring for teachers to administer F&P Assessment to their students.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Curriculum Enhancement /Supply Funds. PTA has allocated funds for each teacher to enhance their curriculum with resources directly related to our strategic focus.

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)

16300.00	Parent-Teacher Association (PTA) None Specified
	Other None Specified

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide instructional materials and supplies, online subscriptions/licenses, technology, software, and supplementary books in the library and classrooms to support reading and math across all curricular areas.

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)
3152.00	Parent-Teacher Association (PTA) None Specified

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

Recognize "and celebrate" student achievement "and growth" on school-wide benchmarks, Star/CAASPP testing, and all other academic activities.

Recognition activities examples (to be determined):
- Luncheon
- Awards
- Field Trips
- Raffles
- Academic Letters

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)
1000.00	Site Formula Funds 4000-4999: Books And Supplies

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will participate in instructional rounds to monitor the effectiveness and use of school focused instructional strategies and determine the next steps needed in order to improve these instructional strategies.

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

Amount(s)	Source(s)
4620.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Sub Out Time for Teachers to Participate in Learning Rounds
0	Other

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

Provide focused staff development to support the implementation of effective collaborative teams, inclusive practices, co-teaching, and educational technology. Training will include collaboration with district SEL to address the Social Emotional health of students
and academic achievement.

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	District LCAP Funds

	None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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 implementation of the strategies and activities has been making progress in achieving the articulated goal, with some areas showing promising results and others requiring further attention to achieve our articulated goals. Our students have demonstrated significant improvement in reading levels, and our striving students have shown growth in understanding math concepts.

Focused staff development has been provided to improve the skill set of our educators, although there is still room for enhancement in certain areas.

Additional instructional support and intervention for students scoring below proficiency levels and/or credit deficient has been implemented. While this strategy has had some success in helping struggling students, further analysis and adjustments are necessary to maximize its effectiveness.

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 2024-25 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.

Goal Subject

Supporting EL Students

LEA/LCAP Goal

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

Goal 2

By June of 2025, our Multilingual Learners will progress 1 level or will reclassify on the English Language Proficiency Assessment (ELPAC) state assessment.

- 80% of students reaching proficiency (Level 4 - Bridging) will reclassify as RFEP.
- 90% of students at Levels 1, 2, and 3 (Emerging/Expanding) will move up at least one level on the English Language Proficiency Assessment (ELPAC) state assessment.

Identified Need

English learners continue to make good progress in their English language development as shown by our ELPAC scores. However, based on our 2022-2023 CAASPP scores, English learners could continue to benefit from additional support in both English language arts and math.

Our overall proficiency percentage in English/Language Arts is 70%, while English learners have a proficiency percentage of 38%.
Our overall proficiency percentage in Math is 69%, while English learners have a proficiency percentage of 46%.

Through integrated and designated ELD in classrooms and small group instructional support with our LLI (leveled literacy interventionist), we could continue to target vocabulary development, sentence structure and conventions, foundational and inferential reading skills, and evidence-based writing skills. In math, we could continue to target vocabulary development, being able to develop and explain strategies, and engaging in mathematical conversations with peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores	As of 4/15/2024, ELPAC scores have not been released. ELPAC assessment data: Based on the overall scores of the 2022 spring ELPAC in grades K-5th and Fall 2022	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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.	comprehension, writing, and verbal discourse.
Reclassification Criteria		80% of students reaching proficiency (Level 4 - Bridging) will reclassify as RFEP. 90% of students at Levels 1, 2, and 3 (Emerging/Expanding) will move up at least one level on the English Language Proficiency Assessment (ELPAC) state 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)

EL students

Strategy/Activity

All Roosevelt 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)	Source(s)
0	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, and 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)	Source(s)
0	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.

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

Amount(s)	Source(s)
0.	Site Formula Funds 1000-1999: Certificated Personnel Salaries District Funded 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 identified as potentially 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)	Source(s)
0	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. IC will support in lesson planning and providing resources.

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

Amount(s)	Source(s)
0.	District LCAP Funds 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)

Strategy/Activity

Collaborative Inquiry - Provide teachers opportunities to engage in collaborative inquiry, specifically around designing and teaching ELA specific language standards to inform the instruction of writing in at least one genre of writing.

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)

1260.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher Support

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 school library to practice oral presentation skills: With teacher guidance, students are provided the opportunity to research a 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)	Source(s)
0.	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 Roosevelt 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)	Source(s)
800.	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 available to students to support academic discourse across the curriculum.

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

Amount(s)	Source(s)
300.	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 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)	Source(s)
500.	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: The English Language Advisory Committee supports families in which English is a second language. Meetings are held four times yearly to inform families of school-wide events, free instructional technology programs, school information, and 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)	Source(s)
300.	Site Formula Funds 4000-4999: Books And Supplies EL Learners Parent Committee

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students; all students, including students who perform below grade-level

Strategy/Activity

Instructional Materials and Supplies - By providing necessary instructional materials and supplies to support learning across all content areas, all students will be equipped with the essential learning materials.

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)
8750.00	Site Formula Funds 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 to support the 2024-25 EL goal illustrate various 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 2024-25 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 Interventionists. 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.

Goal Subject

School Climate and Culture

LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Goal 3

Schools are approaching this work in different ways, seeking input from students and parents, working with diversity and equity experts, asking hard questions, and making changes large and small. It's part of the ongoing, often messy work to create a more equitable learning environment by uprooting systems that favor one group of students over another. The end goal is for all students to have the opportunities they deserve to get an excellent education.

Roosevelt will continue to implement culturally relevant pedagogy as a school-wide stance with an emphasis on designing and implementing instruction that centers on students' identities as measured by local assessments and surveys (Hanover Climate, Olweus, Healthy Kids).

Building on our signature practices (culturally relevant read-alouds, identity work, restorative practices, and holding space), we will continue to engage in antiracist work. Teaching through an anti-racist lens means helping students understand racism's origins and guises, past and present, so they can act to disrupt it. Students will see themselves centered in the curriculum due to engaging in identity work across the curriculum. By engaging in these practices and culturally relevant texts, students will have stronger connections with staff and classroom content and feel safe amongst their peers.

A. By the end of the 2024-2025 school year:
- All students (TK-5) will have created identity maps with the goal of passing the maps on to the following year's teacher. Students will create their own "identity maps" to identify their own multiple roles, qualities, and attributes. Students will share their identity maps as a means of introducing themselves to their peers and promote discussion about the different aspects that contribute to who someone is or our 'identity.'
- All Roosevelt staff will have completed Level 2 of Restorative Justice Training
- Roosevelt will have 2 additional Parent Cohorts complete Level 1 of RJ Training

B. By the end of the 2024-2025 school year:
- Roosevelt Elementary School will be a safe and respectful campus that supports high levels of learning for all students, as measured by decreasing chronic absenteeism by 10% points and maintaining a 0% suspension rate.

Identified Need

SMMUSD has implemented a district-wide vision for Diversity, Equity, and Inclusion (DEI) with an emphasis on belonging, curiosity, and empowerment for staff, students, and families. Roosevelt completed its third year of collaboration with the Cotsen Foundation, where a group of teacher

leaders and a teacher mentor worked closely with Cotsen Foundation consultants. These consultants provided targeted support for our Roosevelt Cotsen fellows and mentor that aligns 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.

Additionally, our Roosevelt community will support our goal by participating in Restorative Justice training opportunities while also creating more opportunities for parent involvement and presence on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher observations, student work samples, School Climate Student Survey (Hanover Climate, Olweus, Healthy Kids, and parent surveys).	Our baseline will be established in the 2024-25 school year.	Pedagogy will be evident across content areas through the use of our signature practices reflection of internal biases and lenses to examine ourselves by listening, questioning, and knowing learners along with their families. Students conveying understanding, sharing ideas, critiquing, and building upon the reasoning of others is the expected outcome. Increase in students' feelings of safety and engagement. Increase communication and family engagement.

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

Cool Tools & Olwieus Implementation: All Roosevelt staff members will be provided with Cool Tools training to ensure consistency of approach and common language to all our students when problem-solving social conflict. These "tools" serve as prompts to help children explore,

understand, and remember behaviors and concepts such as responsibility, decision-making, personal space, inclusion, consideration, kindness, integrity, empathy, fairness, patience, forgiveness, and determination.

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)
	No funds allocated. Using existing supplies to implement this strategy.

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.

A designated Character Trait of the Month Bulletin Board will be created for student projects related to the current character trait to be displayed.

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)
500.00	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): 2024-2025 will mark the 14th 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:

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 who 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)
	No funds allocated. Using existing supplies to implement this strategy.
	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 21 hours a week of counseling services to our students in all grade levels. 16 hours are provided by SMMUSD psych interns, and 5 hours are provided by a private therapist hired by SMMUSD.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide alternative recess activities and grade-level "Lunch on the Yard" lunches. Our PTA provides alternative lunch recess activities twice a week for much of the school year (e.g., art, games) for students. The addition of these activities offers alternate choices for students, reduces lunchtime conflicts, and supports relationship building around common interests. This 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 grade-level "Lunch on the Yard" lunches. The library is open to students in grades 3-5 during lunch recess so that students can spend time reading or playing quiet games if they prefer. There is also a chess club that meets weekly for students in these grades.

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

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will feel safe while engaging in learning and throughout the school day.

Strategy/Activity

Provide Health Office coverage for the entire day (currently have 1 HOS). Provide extra coverage on the playground with trained PE Staff, Campus Monitors, Instructional Assistants, and Teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Site Formula Funds 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Parent Education Workshops in social/emotional well being. Pending acceptance to the Cotsen Family Engagement program we will hold parent workshops throughout the year to educate families around current parenting needs.

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

Amount(s)	Source(s)
	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)

Students who need emotional support (self-identified, parent identified, or staff identified) .

Strategy/Activity

Provide counseling services to students in need of emotional supports.

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 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Roosevelt RevUP Assemblies promote school spirit in various ways, including messaging Cool Tool and anti-bullying strategies, promoting Character of the Month Traits and 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)	Source(s)
3500	Parent-Teacher Association (PTA) 1000-1999: Certificated Personnel Salaries Roosevelt RevUP Assemblies
2000	Site Formula Funds 4000-4999: Books And Supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students/EL and Hispanic Students

Strategy/Activity

To target chronic absenteeism, an attendance team will target and focus on improving chronically absent students' attendance. We will target EL and our Hispanic subgroups in addition to working to reduce all students who are chronically absent from school. Additional incentives will be developed by the team to support improving overall attendance, individual attendance, and reducing chronic absenteeism.

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 11
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

All staff members (classified and certificated) will participate in Level II of Restorative Justice training.

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)
11,400	Site Formula Funds 5000-5999: Services And Other Operating Expenditures District Funded

Strategy/Activity 12
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

All staff and students will created identity maps that will be ongoing and used/added to throughout the year.

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

Amount(s)	Source(s)
	No Funding Allocated - Work being done within classrooms throughout the year.

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

Amount(s)   Source(s)

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

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

All classrooms will participate in community circles (Restorative Practices, Holding Space).

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)
	No Funding Allocated - Work being done within classrooms throughout the year.

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parent/Guardian Community

Strategy/Activity

By June 2025, Roosevelt will have 2 additional Parent Cohorts complete Level 1 of RJ Training.

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: 2023-24

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.

We have made progress in implementing a comprehensive approach to foster an environment that promotes inclusivity, a sense of belonging, student achievement, attendance, and positive behavior. Students will continue to see themselves centered in the curriculum due to engaging in identity work across the curriculum.

We remain committed to continuous improvement and adjustment of our strategies to ensure the ongoing success of our students.

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 for Roosevelt.

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 Roosevelt 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	$86,052.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$3,500.00
District Funded	$0.00
District LCAP Funds	$5,000.00
Other	$0.00
Parent-Teacher Association (PTA)	$23,652.00
Site Formula Funds	$53,900.00

Subtotal of state or local funds included for this school: $86,052.00

Total of federal, state, and/or local funds for this school: $86,052.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	2000	2,000.00

Title II (Teacher Improvement)	0	0.00
Site Formula Funds	54860	960.00
Stretch Grant (Ed Foundation)		
Lottery: Instructional Materials	7056	7,056.00
Parent-Teacher Association (PTA)		
District Funded		

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
Dr. Amy Onyendu	Principal
Jennifer Goldman	Classroom Teacher
Megan Cuevas	Classroom Teacher
Lisa Tursi	Principal Other School Staff
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 04/18/2024.

Attested:

	Principal, Dr. Amy Onyendu on 5/18/2023
	SSC Chairperson, Dana DeGregorio on 04/18/2024

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.

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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 School

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 our School Site Council (SSC) and will happen during an SSC meeting and PTA General meeting in the fall of 2024. Information about parent involvement opportunities and school programs is shared at PTA, ELAC, SSC and
>
> other committee meetings, as well as in the weekly parent newsletter, and on the school website. The document will also be posted on our school's 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:

> Parent Teacher Association (PTA) meetings are held in the morning on campus in the Auditorium and School Site Council (SSC) meetings are held in the afternoon after school on campus in Room 28. English Learner Advisory Committee (ELAC) meetings are held either in the morning or afternoon on campus. Information about meeting dates are shared to the Roosevelt community on our school's website and in the Teddy Times School Newsletter.

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 and meet at least eight times a year. Parents and guardians are invited to all meetings of the PTA, SSC, ELAC, and Roosevelt special education resource group. The school invites and encourages parents to be involved in school engagement opportunities such as ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, Diversity, Equity, and Inclusion committee, and other 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. Roosevelt will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families. School climate surveys are offered to parents and the data reviewed by the school and district.

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

Roosevelt provides our parents and guardians with timely information about our programs through our Parent/Student Handbook, Teddy Times Newsletters, School and District Website, Back-to-School Night (BTSN), and Open House Night. E-mails/phone messages/texts, social media, flyers, postings placed in front of the school, Room Parent communications, teacher communications, school events, committee and council meetings, also convey information to all parents and guardians.

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?

Roosevelt provides parents with explanation of the curriculum, assessments, and expectations for students used at school through the following:
- Parent/Student Handbook
- Parent/Teacher Conferences
- Weekly Teacher and Family Newsletters
- Back to School Night
- Roosevelt's School Plan for Student Achievement (SPSA)
- Winter and Spring Report Cards
- Fall Progress Reports
- Annual ELPAC and EL Reclassification 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, and flyers shared on the school and district website, electronically distributed, and sent home

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?

Roosevelt provides parents with these opportunities through parent/teacher conferences each fall (and as needed), surveys, committees, Student Success Teams (SST), direct phone communication by administrators and teachers, teacher communication via emails, phone calls, and newsletters, and IEPs.

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 various 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 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, winter, and spring
- School-wide data and information are shared at ELAC, SSC, PTA, and other meetings.
- Parent workshops and trainings
- Family events such as Back to School Picnic, Coffee with the Principal, and Roosevelt RevUps (School 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 students' parents to review with their child, parent workshops, and trainings.

Roosevelt also educates staff members in the value of parent contributions, and in how to work with parents as equal partners. This is done through the following:
- Staff meetings
- Grade-level (PLC) meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Information shared at Parent/Teacher conferences, events like Back-to-School Night, and parent group meetings (such as ELAC and Special Ed Resource Group)
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist
- Posting of resources on the school's website (workshop materials, parent guides/newsletters, at-home learning materials, and digital resources) for families to access remotely.

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

Roosevelt educates staff members through the following:
- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist
- Weekly newsletters, The Roosevelt Revue (Staff Newsletter)

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.

Roosevelt coordinates and integrates parental involvement by:
- Annual workshops and trainings such as Parent Volunteer Training
- Advertisement and promotion of parent committees such as ELAC, Special Ed Resource Group, PTA Executive Board, and SSC
- Family Engagement Committee
- DEI Committee
- The Bilingual Community Liaison supports families and helps connect families to school
- Roosevelt offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests.
- The school has many events (Fall Book Fair, Pier Pleasure, Reflections, Movie Night, Family Dance, etc.) each school year for various themes and purposes, including academic, social, and cultural. Families are encouraged to volunteer and participate.
- Programs are shared in multiple ways, including the school's website, district website, the weekly Teddy Times school newsletter, emails/phone messages/texts, social media, flyers, postings out in 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 full School/Home Communication Menu is posted on the website and distributed to parents so families know how the school shares information.

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 our 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.

Roosevelt's Bilingual Community Liaison provides support to families as well as our PTA working 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 04/18/202 04:00 pm and will be in effect for the period of 04/18/2025 4:00 pm.

The school will distribute the policy to all parents of students on, or before: 08/24/2024 05:00 pm.

Name of Authorized Official: Dr. Amy Onyendu

Signature of Authorized Official here:

Date Approved: 04/18/2024 04:00 pm

Santa Monica-Malibu Unified School District

Educational Services Department

Roosevelt Elementary School

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2024 - 2025

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. It is provided digitally, and hard copies are available upon request. It is also 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 input from parents 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 Liasion 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.

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?

Roosevelt 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 by:

- 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 are mailed home in the fall, winter, and spring.
- School-wide data and information are 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 the Teddy Times Family Newsletter

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

Roosevelt provides parents and family members with materials and training to help them improve the achievement of their children by:

- 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 are shared at ELAC, SSC, PTA, and other meetings.
- Resources, letters, and flyers shared on the school and district website and the Teddy Times Family Newsletter
- 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?

Roosevelt educates staff members on the value of parent and family member contributions and how to work with parents and family members as equal partners by:

- Faculty Meetings
- Staff Professional Development
- Training and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coaches, Counselors, and School Psychologists

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?

Roosevelt 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 various 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 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 the 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?

Roosevelt's information and reports are provided in a clear, understandable format 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 different 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?

Roosevelt provides support for parent and family member involvement activities requested by parents and family members by:
- 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?

Roosevelt meets this by providing information and reports in a clear, understandable format accessible to families.

- Potential barriers to access are identified through this policy development process. Actions will be put into place to address the needs of families, such as taking extra measures to reach out to underrepresented families, strengthening welcoming environments, providing notifications in a timely manner, using a variety of communication methods, when possible, offering meetings/events at different days of the week, and/or other 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 04/18/2024 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:08/25/2024 12:00 am.

Name of Authorized Official: Dr. Amy Onyendu

Signature of Authorized Official here:

Date Approved: 04/181/2024 04:00 pm