



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary School	19-64980-6022610	05/15/2025	6/24/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Roosevelt Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### 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. The school plan includes our identified schoolwide goals on our annual needs assessment and schoolwide continuous improvement process. This plan is to meet the implementation strategies and purpose of Board Policies around school plans for student achievement.

Note: Roosevelt does not receive Title 1 funds.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Roosevelt Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## 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. The school plan includes our identified schoolwide goals on our annual needs assessment and schoolwide continuous improvement process. This plan is to meet the implementation strategies and purpose of Board Policies around school plans for student achievement.

Note: Roosevelt does not receive Title 1 funds.

The 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 2025-2026 identified SPSA goals align with the identified current district LCAP goals. The SPSA and LCAP goals are mapped to the 8 state priority areas. The district LCAP goals are:

Goal 1: All students will be college and career-ready through socially just pathways rooted in curiosity, belonging, and empowerment (1, 2, 4, 7, 8).

Goal 2: Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum (1, 2, 4, 7, 8).

Goal 3: All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning (1,3, 5, 6, 7).

Furthermore, Superintendent Dr. Antonio Shelton has identified 6 areas of priority which include:

- 1- Reclassification (Goal 2)
- 2- Special Education (Goal 1, 2)
- 3- Guaranteed and Viable curriculum (Goal 1)
- 4- Transformative Approaches (Goal 3)
- 5- Maintenance (Goal 3)
- 6- Fiscal Services (Goal 1, 2, 3)

Note: Roosevelt does not receive Title 1 funds.

## Educational Partner Involvement

How, when, and with whom did Roosevelt Elementary 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 annual process of developing, reviewing, and updating the Plan is conducted by the administration, 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, ELAC, and PTA to determine SPSA goals and activities to support the goals based on SMMUSD LCAP Goals, Site Implementation Plan, and most current district assessment data.

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.

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

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

The Roosevelt Elementary School ELAC met on the following dates during the 2024-2025 school year:

May 15, 2025  
 March 20, 2025  
 February 19, 2025  
 January 16, 2025  
 November 21, 2024  
 October 24, 2024  
 September 19, 2024

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities identified at Roosevelt as a result of the required needs assessment.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

N/A

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

## 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 2025 survey to develop new goals in School Climate & Culture for the 2025-26 school year.

Surveys are conducted once per school year to inform decisions at both school and district levels. Based on surveys, we have found the following:

- Findings from the 2023-24 surveys indicate that bullying at Roosevelt is significantly below the national average.
- Roosevelt students report feeling safe at school, as reflected in the survey responses.
- Results from the upcoming May 2025 surveys will guide the development of new goals for School Climate & Culture in the 2025-26 school year.
- District-administered surveys capture perspectives on involvement, programming, parent satisfaction, and student experiences. Grades 3-5 focus on bullying (Olweus Report), while 5th graders provide anonymous feedback on school climate (Healthy Kids Survey).

## 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.

Administrators evaluate teachers 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 can be evaluated or complete 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 learning and vulnerability, they are inspiring a passion for learning in their 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 best meet the needs of our students.

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 to determine trends in areas for growth. CAASPP was administered in May of 2025, and this data will be a factor in revising SPSA goals as needed in the fall of 2025. 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.

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

Teachers use late start days and 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 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 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.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Roosevelt Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
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
Two or More Races	3.90%	4.71%	6.29%	23	28	37
Not Reported	0.17%	0.34%	0.68%	1	2	4
<b>Total Enrollment</b>				589	594	588

### Enrollment By Grade Level

Student 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
Grade 3	101	93	81
Grade 4	103	110	89
Grade 5	112	105	113
<b>Total Enrollment</b>	589	594	588

#### Conclusions based on this data:

- Hispanic/Latino and African American student populations have significantly increased, with Hispanic/Latino students growing by 30 students (+43%) and African American students by 17 students (+106%) over the three-year period.
- Kindergarten enrollment has increased and stabilized, rising from 102 in 2021–22 to 121 in both 2022–23 and 2023–24

3. Grades 3 and 4 have experienced noticeable enrollment drops, with Grade 3 declining from 101 to 81 students and Grade 4 from 103 to 89

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	8.6%	9.8%	10.2%
Fluent English Proficient (FEP)	57	64	70	10.7%	9.7%	11.8%
Reclassified Fluent English Proficient (RFEP)	7	7	10	1.2%	1.2%	1.7%

### Conclusions based on this data:

1. There has been a steady increase in the percentage of English Learners (EL), rising from 8.6% in 2021–22 to 10.2% in 2023–24.
2. The number of Reclassified Fluent English Proficient (RFEP) students has increased from 7 to 10 over three years, showing improvement in reclassification efforts.
3. While EL numbers are rising, the proportion of Fluent English Proficient (FEP) students has also increased, highlighting the need for balanced instructional planning to support both newly identified ELs and long-term language development. They may still benefit from culturally responsive instruction and academic language support.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	103	91	80	98	88	76	98	88	76	95.1	96.7	95
Grade 4	105	113	88	104	109	84	80	109	84	99.0	96.5	95.5
Grade 5	111	105	111	109	105	108	109	105	108	98.2	100.0	97.3
All Grades	319	309	279	311	302	268	287	302	268	97.5	97.7	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2470.	2508.	2491.	41.84	62.50	48.68	26.53	12.50	27.63	22.45	20.45	21.05	9.18	4.55	2.63
Grade 4	2536.	2503.	2541.	51.25	41.28	53.57	28.75	22.94	23.81	8.75	16.51	16.67	11.25	19.27	5.95
Grade 5	2594.	2578.	2573.	59.63	51.43	49.07	26.61	27.62	30.56	11.01	12.38	12.04	2.75	8.57	8.33
All Grades	N/A	N/A	N/A	51.22	50.99	50.37	27.18	21.52	27.61	14.29	16.23	16.04	7.32	11.26	5.97

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	29.59	47.73	38.16	61.22	46.59	55.26	9.18	5.68	6.58	
Grade 4	40.00	32.11	40.48	56.25	55.05	54.76	3.75	12.84	4.76	
Grade 5	44.04	42.31	37.04	50.46	52.88	57.41	5.50	4.81	5.56	
All Grades	37.98	40.20	38.43	55.75	51.83	55.97	6.27	7.97	5.60	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	28.57	50.00	35.53	58.16	40.91	61.84	13.27	9.09	2.63
<b>Grade 4</b>	46.05	22.02	38.10	46.05	58.72	52.38	7.89	19.27	9.52
<b>Grade 5</b>	57.80	42.86	39.81	39.45	51.43	48.15	2.75	5.71	12.04
<b>All Grades</b>	44.52	37.42	38.06	47.70	50.99	53.36	7.77	11.59	8.58

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	20.41	25.00	21.05	72.45	68.18	75.00	7.14	6.82	3.95
<b>Grade 4</b>	25.00	24.77	26.19	70.00	66.97	63.10	5.00	8.26	10.71
<b>Grade 5</b>	32.11	25.96	31.48	62.39	69.23	62.04	5.50	4.81	6.48
<b>All Grades</b>	26.13	25.25	26.87	67.94	68.11	66.04	5.92	6.64	7.09

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	32.65	39.77	34.21	61.22	52.27	63.16	6.12	7.95	2.63
<b>Grade 4</b>	31.25	30.28	35.71	53.75	58.72	61.90	15.00	11.01	2.38
<b>Grade 5</b>	47.71	45.19	33.33	46.79	50.96	61.11	5.50	3.85	5.56
<b>All Grades</b>	37.98	38.21	34.33	53.66	54.15	61.94	8.36	7.64	3.73

**Conclusions based on this data:**

- Grade 4 showed the most notable improvement in achievement, with 53.57% of students exceeding standards in 2023–24 compared to 41.28% in 2022–23 and 51.25% in 2021–22. Additionally, the percentage of students not meeting standards dropped from 19.27% to 5.95%
- Grade 5 continues to maintain strong performance with nearly 80% of students meeting or exceeding standards, reinforcing the effectiveness of instruction in that grade level despite a slight dip in the "Exceeded Standard" category.
- Grade 3 showed progress in listening and communication skills, with 75% of students now at or near standard and only 3.95% below standard in 2023–24 — an improvement from 6.82% below standard in the previous year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	103	91	80	96	90	77	96	89	77	93.2	98.9	96.3
Grade 4	105	113	88	103	112	84	103	112	84	98.1	99.1	95.5
Grade 5	111	105	111	109	104	108	109	104	108	98.2	99.0	97.3
All Grades	319	309	279	308	306	269	308	305	269	96.6	99.0	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2477.	2496.	2497.	39.58	49.44	41.56	32.29	30.34	40.26	18.75	14.61	15.58	9.38	5.62	2.60
Grade 4	2513.	2496.	2540.	32.04	31.25	52.38	32.04	25.00	19.05	30.10	29.46	23.81	5.83	14.29	4.76
Grade 5	2585.	2541.	2548.	55.05	35.58	38.89	23.85	22.12	19.44	15.60	25.96	25.93	5.50	16.35	15.74
Grade 11															
All Grades	N/A	N/A	N/A	42.53	38.03	43.87	29.22	25.57	25.28	21.43	23.93	22.30	6.82	12.46	8.55

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	41.67	51.69	48.05	45.83	41.57	41.56	12.50	6.74	10.39
<b>Grade 4</b>	32.04	28.57	44.05	51.46	50.89	41.67	16.50	20.54	14.29
<b>Grade 5</b>	50.46	33.65	24.07	44.95	45.19	61.11	4.59	21.15	14.81
<b>Grade 11</b>									
<b>All Grades</b>	41.56	37.05	37.17	47.40	46.23	49.44	11.04	16.72	13.38

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	44.79	52.81	50.65	46.88	42.70	41.56	8.33	4.49	7.79
<b>Grade 4</b>	39.81	30.36	50.00	49.51	52.68	42.86	10.68	16.96	7.14
<b>Grade 5</b>	47.71	30.77	37.96	44.04	54.81	46.30	8.26	14.42	15.74
<b>All Grades</b>	44.16	37.05	45.35	46.75	50.49	43.87	9.09	12.46	10.78

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	41.67	48.31	38.96	50.00	44.94	55.84	8.33	6.74	5.19
<b>Grade 4</b>	38.83	37.50	51.19	55.34	48.21	45.24	5.83	14.29	3.57
<b>Grade 5</b>	43.12	25.00	28.70	48.62	61.54	60.19	8.26	13.46	11.11
<b>All Grades</b>	41.23	36.39	38.66	51.30	51.80	54.28	7.47	11.80	7.06

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding standards rose to 69.15%, rebounding from a dip in 2022–23 (63.6%) and nearing the 2021–22 level (71.75%).
2. The percentage of students in the "Standard Not Met" category decreased from 12.46% in 2022–23 to 8.55% in 2023–24, which is a 3.91 percentage point improvement.
3. Ongoing professional development and structured grade-level collaboration focused on analyzing student work, addressing learning gaps, and planning targeted instruction based on assessment data should be a continued focus.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	1466.3	1476.3	*	1470.1	1501.4	*	1457.4	1417.5	10	17	17
<b>1</b>	1438.0	*	1501.1	1441.6	*	1520.0	1433.9	*	1481.7	12	5	12
<b>2</b>	*	*	*	*	*	*	*	*	*	6	10	*
<b>3</b>	*	*	*	*	*	*	*	*	*	9	9	10
<b>4</b>	1580.1	1497.3	*	1610.2	1516.8	*	1549.6	1477.5	*	14	12	*
<b>5</b>	1651.9	*	*	1712.8	*	*	1590.4	*	*	12	9	7
<b>All Grades</b>										63	62	51

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	35.29	41.18	*	23.53	35.29	*	29.41	17.65	*	11.76	5.88	*	17	17
<b>1</b>	16.67	*	50.00	50.00	*	25.00	0.00	*	25.00	33.33	*	0.00	12	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	71.43	33.33	*	28.57	25.00	*	0.00	0.00	*	0.00	41.67	*	14	12	*
<b>5</b>	100.0	*	*	0.00	*	*	0.00	*	*	0.00	*	*	12	*	*
<b>All Grades</b>	53.97	43.55	43.14	33.33	35.48	41.18	1.59	9.68	13.73	11.11	11.29	1.96	63	62	51

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	41.18	47.06	*	17.65	29.41	*	29.41	17.65	*	11.76	5.88	*	17	17
<b>1</b>	50.00	*	66.67	8.33	*	25.00	25.00	*	8.33	16.67	*	0.00	12	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	100.0	58.33	*	0.00	0.00	*	0.00	25.00	*	0.00	16.67	*	14	12	*
<b>5</b>	100.0	*	*	0.00	*	*	0.00	*	*	0.00	*	*	12	*	*
<b>All Grades</b>	77.78	67.74	70.59	7.94	11.29	17.65	6.35	14.52	9.80	7.94	6.45	1.96	63	62	51

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>		23.53	17.65		11.76	35.29		58.82	29.41		5.88	17.65		17	17
<b>1</b>		*	25.00		*	50.00		*	16.67		*	8.33		*	12
<b>2</b>		*	*		*	*		*	*		*	*		*	*
<b>3</b>		*	*		*	*		*	*		*	*		*	*
<b>4</b>		0.00	*		33.33	*		16.67	*		50.00	*		12	*
<b>5</b>		*	*		*	*		*	*		*	*		*	*
<b>All Grades</b>	22.22	16.13	17.65	39.68	37.10	47.06	23.81	35.48	25.49	14.29	11.29	9.80	63	62	51

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	23.53	35.29	*	70.59	64.71	*	5.88	0.00	*	17	17
<b>1</b>	41.67	*	83.33	50.00	*	16.67	8.33	*	0.00	12	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	71.43	50.00	*	28.57	33.33	*	0.00	16.67	*	14	12	*
<b>5</b>	75.00	*	*	25.00	*	*	0.00	*	*	12	*	*
<b>All Grades</b>	57.14	51.61	50.98	38.10	43.55	49.02	4.76	4.84	0.00	63	62	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	47.06	64.71	*	41.18	29.41	*	11.76	5.88	*	17	17
<b>1</b>	41.67	*	66.67	16.67	*	33.33	41.67	*	0.00	12	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	100.00	50.00	*	0.00	33.33	*	0.00	16.67	*	14	12	*
<b>5</b>	100.00	*	*	0.00	*	*	0.00	*	*	12	*	*
<b>All Grades</b>	80.95	72.58	76.47	6.35	19.35	21.57	12.70	8.06	1.96	63	62	51

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	29.41	17.65	*	64.71	76.47	*	5.88	5.88	*	17	17
<b>1</b>	16.67	*	58.33	41.67	*	33.33	41.67	*	8.33	12	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	21.43	0.00	*	64.29	50.00	*	14.29	50.00	*	14	12	*
<b>5</b>	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
<b>All Grades</b>	26.98	24.19	25.49	57.14	62.90	66.67	15.87	12.90	7.84	63	62	51

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	35.29	29.41	*	41.18	52.94	*	23.53	17.65	*	17	17
<b>1</b>	8.33	*	0.00	75.00	*	91.67	16.67	*	8.33	12	*	12
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	42.86	16.67	*	57.14	41.67	*	0.00	41.67	*	14	12	*
<b>5</b>	58.33	*	*	41.67	*	*	0.00	*	*	12	*	*
<b>All Grades</b>	33.33	22.58	15.69	57.14	62.90	76.47	9.52	14.52	7.84	63	62	51

**Conclusions based on this data:**

1. The percentage of students scoring at the highest level (Level 4) in overall English proficiency remained stable at 43.14%.
2. Fewer students are scoring at the lowest proficiency level (Level 1), dropping from 11.29% in 2022–23 to just 1.96% in 2023–24, indicating effective support for beginning English learners and a positive trend in early language acquisition.

3. Speaking skills remain consistently high across years, with 76.47% of students classified as "Well Developed" in 2023–24, up from 72.58% in 2022–23, reinforcing oral proficiency as a program strength. Reading remains a key area for targeted support, with only 25.49% of students "Well Developed" in 2023–24, and a large majority (66.67%) performing at the "Somewhat/Moderately" level—pointing to a need for increased scaffolding and exposure to complex texts.

# School and Student Performance Data

## Student Population

The 2024 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.

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
588	20.7%	10.2%	0.0%

Total Number of Students enrolled in Roosevelt Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	60	10.2%
Foster Youth	0	0.0%
Homeless	5	0.9%
Socioeconomically Disadvantaged	122	20.7%
Students with Disabilities	86	14.6%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	33	5.6%
American Indian	3	0.5%
Asian	70	11.9%
Filipino	5	0.9%
Hispanic	99	16.8%
Two or More Races	37	6.3%
Pacific Islander	2	0.3%
White	335	57%

**Conclusions based on this data:**

1. The percentage of socioeconomically disadvantaged (SED) students has increased to 20.7%, up from 18% in the previous year, indicating a growing need for school-wide systems of support that address economic barriers to learning.
2. English Learners make up 10.2% of the student body, slightly down from 11% last year, but still a significant population requiring sustained focus on both designated and integrated ELD instruction and culturally responsive strategies.
3. Students with Disabilities now comprise 14.6% of the total enrollment, up from 11%, suggesting a need to strengthen inclusive practices, ensure IEP implementation fidelity, and provide ongoing professional development for general education staff.

With 60 English Learners and 122 socioeconomically disadvantaged students, nearly 1 in 3 students belong to high-need groups, reinforcing the need for equitable resource allocation, differentiated supports, and family engagement.

# School and Student Performance Data

## Overall Performance

The 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. Continued growth in Mathematics PD for teachers and support for students. Maintaining and building upon Blue-level performance in multiple domains will require ongoing reflection and professional learning, particularly to ensure that success is sustained across all student groups, including those with higher needs.
2. The combination of high academic achievement and a low suspension rate suggests a strong school culture and effective behavior support systems, which contribute to a positive learning environment.

3. Chronic Absenteeism remains an area of concern, with a Yellow rating, highlighting the need for strengthened attendance interventions, family outreach, and student engagement strategies.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2024 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 number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>66.8 points above standard</p> <p>Increased 4.1 points</p> <p>266 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>26.4 points above standard</p> <p>Maintained 1.3 points</p> <p>33 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>19.5 points above standard</p> <p>Increased 21.2 points</p> <p>57 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>5.4 points above standard</p> <p>Increased 5.3 points</p> <p>47 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>15.8 points below standard</p> <p>Increased 82.2 points</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>94.1 points above standard</p> <p>Maintained 2.4 points</p> <p>32 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>30.6 points above standard</p> <p>Increased 11.2 points</p> <p>51 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>80.4 points above standard</p> <p>Increased 4.9 points</p> <p>158 Students</p>

**Conclusions based on this data:**

- Overall ELA performance is strong, with a Blue rating and 66.8 points above standard, supported by a 4.1-point increase from the previous year.
- Socioeconomically disadvantaged students showed significant growth, jumping 21.2 points to reach a Blue rating at 19.5 points above standard.  
African American students made the most dramatic improvement, increasing by 82.2 points, though they remain slightly below standard.
- English Learners and students with disabilities are both in Green, showing positive growth but requiring ongoing instructional focus to reach higher proficiency.

# School and Student Performance Data

## Academic Performance Mathematics

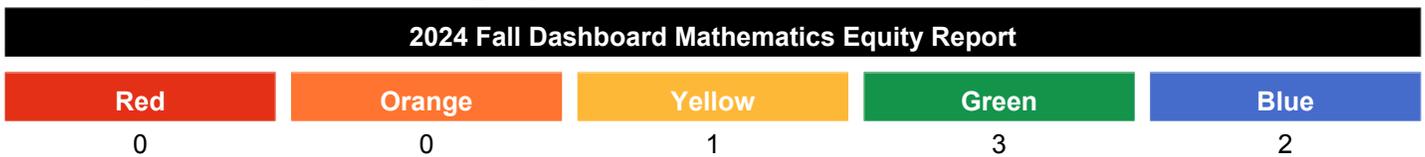
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>42.8 points above standard</p> <p>Increased 13.9 points</p> <p>267 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>0.1 points above standard</p> <p>Increased 10.6 points</p> <p>35 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>3.2 points below standard</p> <p>Increased 26.6 points</p> <p>58 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>19.1 points below standard</p> <p>Maintained 2.4 points</p> <p>48 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>48.8 points below standard</p> <p>Increased 35.6 points</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>90.9 points above standard</p> <p>Increased 21.3 points</p> <p>32 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>1.6 points above standard</p> <p>Increased 8.6 points</p> <p>51 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>52.8 points above standard</p> <p>Increased 14.9 points</p> <p>159 Students</p>

**Conclusions based on this data:**

- Roosevelt earned a Blue rating overall in math, with students performing 42.8 points above the standard, a gain of 13.9 points from last year.

A continued emphasis on ELD-integrated math instruction will help English Learners (currently Green) push further into Blue-level performance.
- Socioeconomically disadvantaged students improved by 26.6 points, achieving a Green rating—an encouraging sign of narrowing opportunity gaps.
- Students with disabilities remain in Yellow, at 19.1 points below standard, showing little change (+2.4 points) and a need for intensified math support strategies.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Blue 80% making progress. Number Students: 35 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 5.7%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 11.4%	<b>Maintained ELPI Level 4</b> 22.9%	<b>Progressed At Least One ELPI Level</b> 57.1%

### Conclusions based on this data:

- Roosevelt earned a Blue performance rating for English Learner progress, with 80% of EL students making gains—well above the state target.
  - 57.1% of EL students progressed at least one ELPI level, and another 22.9% maintained ELPI Level 4, indicating high growth and readiness for reclassification.
  - The 11.4% of students maintaining lower ELPI levels signals a need for targeted intervention for long-term or stalled ELs.
- We should now focus on accelerating redesignation for ELs at Level 4 and ensuring continued academic success post-reclassification.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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 number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>13% Chronically Absent</p> <p>Declined 4.5</p> <p>599 Students</p>	<p><b>English Learners</b></p>  Yellow <p>14.1% Chronically Absent</p> <p>Declined 12</p> <p>64 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>0 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange <p>25.2% Chronically Absent</p> <p>Declined 6.4</p> <p>135 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>23.7% Chronically Absent</p> <p>Increased 4.5</p> <p>114 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>38.2% Chronically Absent</p> <p>Increased 1.1</p> <p>34 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>2.9% Chronically Absent</p> <p>Declined 4.7</p> <p>70 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>19.8% Chronically Absent</p> <p>Declined 4.6</p> <p>101 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>10.3% Chronically Absent</p> <p>Declined 2.6</p> <p>39 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>11% Chronically Absent</p> <p>Declined 5.5</p> <p>345 Students</p>

**Conclusions based on this data:**

1. Socioeconomically disadvantaged students improved (down 6.4%) but remain in the Orange performance level at 25.2%, indicating a need for sustained family outreach.
2. African American (38.2%) and Students with Disabilities (23.7%) remain the most affected subgroups, both in the Red zone and requiring urgent support.
3. With multiple groups still rated in Red and Orange, a tiered intervention system will be prioritized to improve attendance for the most impacted students. Continued efforts on outreach and communication to all families regarding student chronic absenteeism will remain 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 2024 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.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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.
2. There is no graduation rate data as Roosevelt is an elementary school.
3. There is no graduation rate data as Roosevelt is an elementary school.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

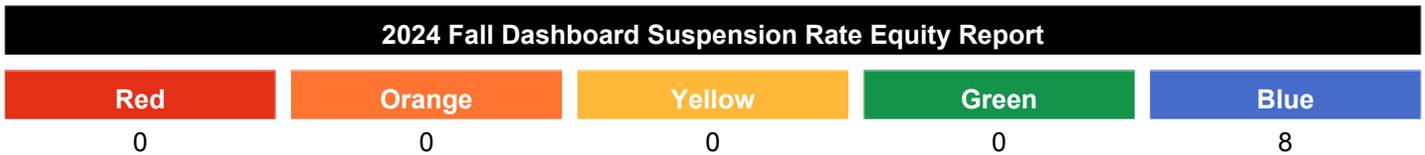
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0.2%</p> <p>603 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>64 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.8%</p> <p>136 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1%</p> <p>114 Students</p>	<p><b>African American</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>34 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>70 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>102 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>39 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.3%</p> <p>348 Students</p>

### Conclusions based on this data:

- Roosevelt maintained a Blue rating across all major student groups, with a 0% suspension rate, reflecting a school culture that prioritizes restorative and proactive behavior strategies.

Roosevelt has effectively implemented SEL programs and restorative practices, which contributes to the continued absence of exclusionary discipline. Restorative Justice Circles and Holding Space are techniques used to help maintain a very low suspension rate. Classes meet daily for morning and 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.
- Suspension rates declined for both socioeconomically disadvantaged students (down 0.8%) and students with disabilities (down 1%), indicating equity in discipline practices.

All racial/ethnic subgroups with performance color were rated Blue, including African American, Asian, Hispanic, and White students
- With eight student groups rated Blue and no group receiving lower ratings, Roosevelt continues to demonstrate model practices in maintaining a positive school climate. 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 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Content Area Achievement - Mathematics

All students will demonstrate measurable growth in mathematics with the goal of maintaining or exceeding grade-level standards as measured by the CAASPP assessment.

Special emphasis will be placed on closing performance gaps for English learners, socioeconomically disadvantaged students, and students with disabilities. Through a focus on conceptual understanding, problem-solving, and mathematical reasoning, Roosevelt aims to raise achievement for all while ensuring equity in outcomes.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through analysis of the most recent CAASPP data from spring 2023, it can be determined that there is a need for growth in Mathematics. In math, we will continue to target math fact fluency, problem-solving skills, and developing stronger conceptual understanding through strategy work and student-centered math talk.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Comparative CAASPP Math scores from 2022-2023 and 2023-2024 school years, including disaggregated data by ethnicity subgroups.</p> <p>CAASPP Math scores for the 2024-2025 are pending.</p>	<p>68% of 3rd–5th grade students were proficient (Met or Exceeded Standards) on the Math CAASPP in the 2023–24 school year.</p> <p>64% of 3rd–5th grade students were proficient (Met or Exceeded Standards) on the Math CAASPP in the 2022-2023 school year.</p>	<p>SMART Goals: All goals are calculated by identifying the percentage of students NOT meeting grade-level standards and then multiplying that percentage by 10% ( i.e., 68.4% of students met or exceeded Math standards, then 31.6% did not meet standards. <math>31.6 \times 0.10 = 3.16\%</math> 68.4% + 3% ~ 71%).</p> <p>Overall Goal: By June 2026, the percentage of students in Grades 3–5 meeting and exceeding standards on the CAASPP in Math will increase from 68.4% to 71%.</p> <p>Subgroup Goals: By June 2026, the percentage of students meeting and exceeding standards on the CAASPP in Math for each target subgroup will increase by:</p> <p>African American (AA): From 8% to 17% (+1 student) Hispanic: From 43% to 49% (+3 students) English Learners (EL): From 28% to 35% (+2 students)</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Collaborative Planning and Professional Learning:</p> <p>Teachers meet weekly in collaborative meetings to plan units of inquiry, reflect on instruction, design lessons, share best practices, and analyze student work. These sessions focus on deconstructing the California Common Core Standards, revising learning goals, and differentiating instruction to meet the diverse needs of all students. Additionally, teachers identify challenging concepts or skills for students and refine teaching strategies to strengthen future instructional plans.</p> <p>Once a month, grade-level teams engage as PLCs to deepen this work by reviewing and analyzing student work samples and assessment data, with a particular focus on math. Teams collaboratively plan cycles of inquiry centered on problem-solving, CGI Math strategies, and small group instruction for targeted support. Teachers share artifacts from these inquiry cycles to reflect on and improve instructional practices, ensuring they address</p>	All students	<p>0</p> <p>None Specified No funding allocated.</p>

	identified strengths and areas for growth effectively.		
<b>1.2</b>	<p>Math Intervention Plan:</p> <p>Our goal is to have students performing below proficiency levels, have the opportunity to participate in before or after school ELOP Math Enrichment.</p>	1st-5th Grade Students	12,830.00 District LCAP Funds 1000-1999: Certificated Personnel Salaries Teacher Hourly Rate for Before/After School Math Intervention
<b>1.4</b>	<p>Family Math Night</p> <p>Organize Family Math Night events in both the fall and spring to engage families in their children's mathematical learning. These events will provide interactive activities, games, and strategies that families can use to support math learning at home. Family Math Night will create a collaborative environment where families and students can explore math together, strengthening the connection between school and home and fostering a positive attitude toward math.</p>	All Students	1500.00 Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies
<b>1.5</b>	<p>Data meetings:</p> <p>All teachers meet with the 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.</p>	All Students	5110.00 Site Formula Funds 1000-1999: Certificated Personnel Salaries Substitutes will be subbed out to attend data meetings.
<b>1.6</b>	UFLI Support for Tier 3 students: K, 1st, & 2nd Grade.	K, 1st, & 2nd Grade Tier 3 Students	9500 Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies
<b>1.7</b>	<p>Curriculum Enhancement / Supply Funds</p> <p>The PTA has allocated funds for each teacher to acquire resources aligned with the school's strategic focus. These funds enable teachers to enhance instruction by purchasing materials such as manipulatives, visual aids, or technology tools, fostering differentiation and engagement while supporting our shared vision for academic excellence.</p>	All Students	24,100.00 Parent-Teacher Association (PTA) None Specified
<b>1.8</b>	<p>Instructional Materials and Resources</p> <p>Provide teachers with a range of instructional materials and supplies, including online subscriptions, licenses (Reflex Math), technology, software, and supplementary books, to support reading and math instruction across all curricular areas. These resources are designed to enhance student learning, promote engagement, and reinforce core academic skills in both classroom and library settings.</p>	All Students	2,636.00 Parent-Teacher Association (PTA) None Specified

<p><b>1.9</b></p>	<p><b>Focused Staff Development</b></p> <p>Offer targeted staff development to support the effective implementation of collaborative teams, inclusive practices, co-teaching, and educational technology. Training will also include collaboration with the district's Social-Emotional Learning (SEL) team to address both the social-emotional health of students and their academic achievement. This professional development aims to empower staff with strategies to create an inclusive, supportive, and effective learning environment.</p>	<p>All Students</p>	<p>5000 District LCAP Funds None Specified</p>
<p><b>1.10</b></p>	<p><b>Instructional Rounds for Professional Growth:</b> Teachers will actively engage in instructional rounds to observe and evaluate the implementation of school-focused instructional strategies in action. This process involves:</p> <ul style="list-style-type: none"> <li>• Collaborative Observation: Teams of teachers visit classrooms to observe instructional practices, focusing on specific strategies aligned with the school's goals and priorities.</li> <li>• Data Collection: During observations, teachers document evidence of the strategies' effectiveness, including student engagement, understanding, and application of concepts.</li> <li>• Reflective Analysis: After the observations, teams engage in discussions to analyze the collected data, identify trends, and pinpoint areas of strength and opportunities for improvement.</li> <li>• Actionable Feedback: Teachers provide constructive feedback to peers, fostering a culture of professional growth and continuous improvement.</li> <li>• Strategic Planning: Based on the observations and discussions, the team collaboratively determines the next steps to enhance instructional practices. This may include refining strategies, incorporating additional resources, or scheduling targeted professional development.</li> </ul>	<p>All Students</p>	<p>4620.00 Site Formula Funds 1000-1999: Certificated Personnel Salaries Sub Out Time for Teachers to Participate in Learning Rounds</p>
<p><b>1.11</b></p>	<p><b>Implementing Research-Based Instructional Strategies in Math:</b></p> <p>Teachers utilize research-based strategies to enhance student learning during math instruction. These practices are designed to deepen understanding, promote engagement, and meet the diverse needs of learners:</p>	<p>All Students</p>	<p>1000.00 Site Formula Funds 4000-4999: Books And Supplies</p>

	<ul style="list-style-type: none"> <li>• Hands-On Learning: Incorporating manipulatives and interactive activities to help students explore and internalize mathematical concepts.</li> <li>• Use of Visuals and Images: Leveraging charts, diagrams, and visual aids to support comprehension and illustrate abstract ideas.</li> <li>• Differentiated Instruction: Adapting lessons and activities to address varying skill levels, ensuring all students have access to meaningful learning experiences.</li> <li>• Student Explanations: Encouraging students to articulate their reasoning and problem-solving processes to build critical thinking and communication skills.</li> <li>• Real-World Connections through Storytelling: Integrating storytelling and relatable scenarios to make math concepts relevant and engaging.</li> </ul>		
<p><b>1.12</b></p>	<p>Utilizing Instructional Programs for Math Instruction and Intervention:</p> <p>To support effective math instruction and intervention, various instructional programs are implemented to meet students' diverse needs:</p> <ul style="list-style-type: none"> <li>• STAR Renaissance: This program provides valuable insights into students' strengths and areas for growth in math. It monitors progress toward College and Career Readiness, helping educators identify students who may require additional support to access grade-level curriculum.</li> <li>• MyMath: MyMath is a comprehensive math curriculum that offers a blend of conceptual understanding, procedural fluency, and real-world application. Its structured lessons and resources support differentiated instruction and scaffolded learning, enabling teachers to meet the needs of all learners effectively.</li> </ul>	<p>All Students</p>	<p>District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures These are District-Wide Licenses</p>

## Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

There was minimal growth in math, but continuing to work on this goal as it is still an identified area of need.

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

Increase in spending and time on intervention.

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 the need for more intensive student support identified during the implementation, we will expand small group and one-on-one instructional opportunities. To better measure the effectiveness of the new strategies, metrics will now include not only overall student growth on Star Math/CASSPP assessments but also more frequent progress monitoring throughout the year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Supporting EL Students.

All English Learners will make measurable progress toward English proficiency and achieve success in academic content areas through high-quality designated and integrated ELD instruction, with the goal of timely reclassification and long-term academic achievement.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English learners continue to make good progress in their English language development as shown by our ELPAC scores.

Through integrated and designated ELD in classrooms and small group instructional support with our LLI (leveled literacy interventionist), we will 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores	<p>As of 5/15/2025, ELPAC scores have not been released.</p> <p>A combined 84.32% of students scored at Level 3 or 4, indicating they are progressing or proficient in English language development.</p> <p>Only 1.96% (1 student) scored at Level 1, suggesting a small population of students with significant language development needs.</p> <p>Compared to Fall 2022 data (where many K and 1st grade students were in Emerging/Level 1), the Spring 2024 data shows significant growth, with most now in the Expanding (Level 3) or Bridging (Level 4) stages.</p> <p>Most Newcomers and limited English learners continue to score at Level 1 (Emerging), which is expected due to recency of arrival and limited prior exposure to academic English.</p>	<p>EL students will progress at least one level on the ELPAC assessment and show growth on the ELD standards of the English Proficiency Continuum.</p> <p>Students will demonstrate growth in reading fluency and comprehension, writing, and verbal discourse.</p>
Reclassification Criteria		<ul style="list-style-type: none"> <li>80% of students reaching proficiency (Level 4 - Bridging) will reclassify as RFEP.</li> <li>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.</li> </ul>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All Roosevelt students are identified as English Learners according to the district Home Language Survey receive ELPAC Testing.	EL students	0 District Funded 5000-5999: Services And Other Operating Expenditures ELPAC Testing
2.2	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).	EL Students	0 District LCAP Funds 1000-1999: Certificated Personnel Salaries Integrated and Designated EL instruction

<b>2.3</b>	All teachers will participate in ongoing professional development in integrated and designated English Language Development (ELD) practices.	EL/All Students	0. District LCAP Funds 1000-1999: Certificated Personnel Salaries District Funded Staff PD
<b>2.4</b>	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.	EL Students	0 District Funded 1000-1999: Certificated Personnel Salaries EL Student Support
<b>2.5</b>	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.	EL Students	0. District LCAP Funds 1000-1999: Certificated Personnel Salaries EL Student Support
<b>2.6</b>	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.		0 District LCAP Funds 1000-1999: Certificated Personnel Salaries Teacher Support
<b>2.7</b>	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.	EL/All Students	0.  None Specified Student- Centered Program
<b>2.8</b>	Ambassador Program for Newcomer Students: This strategy is to pair English proficient students with English Learners newly enrolled in Roosevelt to provide orientation of the 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.	EL/All Students	800.  4000-4999: Books And Supplies Student-centered program
<b>2.9</b>	All classrooms will have sentence frames available to students to support academic discourse across the curriculum.	EL/All Students	300. District LCAP Funds 4000-4999: Books And Supplies Instructional Student Support
<b>2.10</b>	Peer-oriented project-based tasks to support EL students in vocabulary development, reading comprehension, and oral language presentation skills.	EL/All Students	500. District LCAP Funds 4000-4999: Books And Supplies Project-based learning
<b>2.11</b>	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.	EL Students	300. District LCAP Funds 4000-4999: Books And Supplies EL Learners Parent Committee
<b>2.12</b>	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.	EL Students; all students, including students who perform below grade-level	8750.00 District LCAP Funds 4000-4999: Books And Supplies

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

**Instructional Practices:** The use of sentence frames and collaborative writing instruction helped bridge oral to written academic language.

**Tiered Supports:** Newcomer and LTEL students received targeted interventions, including English 3D and software-based supports, tailored to their specific needs.

**Professional Development:** Ongoing PD for teachers increased consistency and quality of ELD implementation.

Over 84% of students scored at Level 3 or 4 on the Spring 2024 ELPAC.

Very few students (just under 2%) remained at Level 1.

This suggests that the strategies in place were effective in accelerating English language acquisition.

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

No major differences were reported between the intended implementation and actual delivery of EL strategies. However, some challenges that arose included:

Limited availability of intervention staff occasionally constrained the frequency of English 3D sessions for LTELs -- our LLI teacher was out on leave from November-April, where a substitute teacher had to fill in.

Time constraints for collaborative inquiry among teachers due to competing PD or staff schedules.

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.

**Refinement of LTEL Supports:** Expand English 3D services to include small-group sessions for Level 2 students showing limited growth.

**Increased Collaboration Time:** Embed ELD-focused collaborative planning time into PLCs to strengthen implementation of ELA writing standards.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate and Culture

Create a positive school climate, engaging the whole school community (including staff, students, parents, and community partners) in building positive self-esteem, peer relationships, and adult relationships through increased active participation in student and community programming. Through culturally relevant pedagogy, inclusive programming, and systemic equity work, we will ensure all students thrive academically and socially.

Roosevelt Elementary will reduce behavioral incidents and office referrals while increasing student engagement. SEL will be integrated into all classrooms, with 80% of students demonstrating improved self-regulation and collaboration, as shown by survey data from Hanover Climate, Olweus, and Healthy Kids, fewer discipline referrals, and a 0% suspension rate.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. Utilizing data gathered from the number of Office Behavior Referrals, it was identified that Roosevelt will continue to build our climate and culture.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 2025-26 school year.	<p>By June 2026, Roosevelt Elementary will foster a positive school climate by reducing behavioral incidents and office referrals by 25%, increasing student engagement in culturally relevant and inclusive programming by 15%, and achieving a 0% suspension rate.</p> <p>Social-emotional learning (SEL) will be integrated into 100% of classrooms, with 80% of students demonstrating improved self-regulation and collaboration skills as evidenced by data from Hanover Climate, Olweus, and Healthy Kids surveys.</p> <p>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.</p> <p>Students conveying understanding, sharing ideas, critiquing, and building upon the reasoning of others is the expected outcome.</p> <p>Increase in students' feelings of safety and engagement.</p> <p>Increase communication and family engagement.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Cool Tools & Olweus Implementation: All Roosevelt staff members will be provided with Cool Tools training to ensure consistency of approach and a common language for 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.	All students	No funds allocated. Using existing supplies to implement this strategy.

<p><b>3.2</b></p>	<p>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.</p> <p>A designated Character Trait of the Month Bulletin Board will be created for student projects related to the current character trait to be displayed.</p>	<p>All students</p>	<p>4000-4999: Books And Supplies No funds allocated. Using existing supplies to implement this strategy.</p>
<p><b>3.3</b></p>	<p>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:</p> <p>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.</p> <p>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.</p>	<p>All students</p>	<p>No funds allocated. Using existing supplies to implement this strategy.</p>
<p><b>3.4</b></p>	<p>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.</p>	<p>All students</p>	<p>0. District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Counseling interns provided by SMMUSD</p>
<p><b>3.5</b></p>	<p>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.</p> <p>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</p>	<p>All students</p>	<p>200.00 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Alternative Lunch Activities</p>

	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.		
<b>3.6</b>	Provide Health Office coverage for the entire day (currently have 1 HOS). Provide extra coverage on the playground with trained Campus Monitors, Instructional Assistants, and Teachers.	All students will feel safe while engaging in learning and throughout the school day.	District LCAP Funds 1000-1999: Certificated Personnel Salaries
<b>3.7</b>	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.	All Students/Families	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Parent Workshop for SEL
<b>3.9</b>	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 at site-based special events for families.	All students	3000 Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Roosevelt RevUP Assemblies
<b>3.10</b>	To target chronic absenteeism, the attendance team will target and focus on improving chronically absent students. 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.	All Students/EL and Hispanic Students	
<b>3.11</b>	All staff members (classified and certificated) will participate in Level II of Restorative Justice training.	Staff, Students, and Parents	11,400 Site Formula Funds 5000-5999: Services And Other Operating Expenditures District Funded
<b>3.15</b>	"Pastries with the Principals" 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.	All students	200 Site Formula Funds 4000-4999: Books And Supplies Certificated/Principal
<b>3.16</b>	All classrooms will participate in community circles (Restorative Practices, Holding Space).	All students	No Funding Needed - Work being done within classrooms throughout the year.
<b>3.17</b>	Clear communication through various forms (ParentSquare, Teddy Times Community Newsletter, email, phone calls, etc.) regarding student discipline, academic progress, and available student and community programming.	Parent/Guardian Community	0  No Funding Needed - Communication channels already in place.

# Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

There was growth, and will continue to build a much stronger community culture.

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

No major differences in implementation. Budget expenditures meet the needs for the year.

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.

We will expand the goal to focus on participation in available programming opportunities for both students and families.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$91,746.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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 (\$)
	\$800.00
District Funded	\$0.00
District LCAP Funds	\$27,680.00
Parent-Teacher Association (PTA)	\$29,936.00
Site Formula Funds	\$22,330.00
Stretch Grant (Ed Foundation)	\$11,000.00

Subtotal of state or local funds included for this school: \$91,746.00

Total of federal, state, and/or local funds for this school: \$91,746.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Parent-Teacher Association (PTA)	32,536	2,600.00
Site Formula Funds	51,128	28,798.00
Stretch Grant (Ed Foundation)	53,098	42,098.00

## Expenditures by Funding Source

Funding Source	Amount
	800.00
District Funded	0.00
District LCAP Funds	27,680.00
Parent-Teacher Association (PTA)	29,936.00
Site Formula Funds	22,330.00
Stretch Grant (Ed Foundation)	11,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	22,560.00
4000-4999: Books And Supplies	23,050.00
5000-5999: Services And Other Operating Expenditures	11,400.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00
None Specified	31,736.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies		800.00
None Specified		0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00

5000-5999: Services And Other Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District LCAP Funds	12,830.00
4000-4999: Books And Supplies	District LCAP Funds	9,850.00
5800: Professional/Consulting Services And Operating Expenditures	District LCAP Funds	0.00
None Specified	District LCAP Funds	5,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	200.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	3,000.00
None Specified	Parent-Teacher Association (PTA)	26,736.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	9,730.00
4000-4999: Books And Supplies	Site Formula Funds	1,200.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	11,400.00
4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	11,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,296.00
Goal 2	10,650.00
Goal 3	14,800.00

# School Site Council Membership

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

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

Name of Members	Role
Dr. Amy Onyendu	Principal
Jen Goldman	Classroom Teacher
Megan Cuevas	Classroom Teacher
Lisa Tursi	Other School Staff
Dana DeGregorio	Classroom Teacher
Lacy Wetmore	Parent or Community Member
Danielle Litek	Parent or Community Member
Stephen Chen	Parent or Community Member
Sarah Pincu	Parent or Community Member
Nathaneal Buckley	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/15/2025.

Attested:



Principal, Dr. Amy Onyendu on 05/15/2025



SSC Chairperson, Dana DeGregorio on 5/15/2025

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023