School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary School	01-61291-6002448	November 30, 2020	December 15, 2020

Purpose and Description

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

Schoolwide Program
Roosevelt is not ATSI, CSI or TSI

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

Roosevelt's focus is excellent first instruction for all students in all content areas, with a positive school culture and a climate that encourages students to fully participate in all aspects of school life. Students are engaged in Common Core aligned curriculum such as Wonders, Eureka Math and two newly adopted science and social studies curriculums for 21-22. This school year some of our teachers helped to select the new science curriculum Amplify Science and will be a part of the Units of Study Team for a new Social Studies program that will focus on the authentic contributions of our diverse community present, past, and future. Additionally, we have opportunities for student cultural and physical education classes in Band, Orchestra, Choir, Art, and PE. Parents and the community are very supportive of the educational program at Roosevelt Elementary School and participate in a variety of groups such as the Parent-Teacher Association (PTA), Dad's Club, ELAC (English Language Advisory Committee), DELAC (District English Language Advisory Committee), SSC (School Site Council), LGBTQ Alliance, AAPAG (African American Parent Advisory Group), Voces Unidas, and After School Enrichment (ACE) programming. Roosevelt has benefited from recent Local Bond Measures to replace aging portables with 10 modular classrooms and a kindergarten play area. In addition, construction on a new dropoff area and office space are to commence in the summer of 2021.

Table of Contents

SPSA Title Page 1
Purpose and Description 1
Table of Contents 2
Comprehensive Needs Assessment Components 3
Data Analysis 3
Surveys 3
Classroom Observations 4
Analysis of Current Instructional Program 4
Stakeholder Involvement 7
School and Student Performance Data 8
Student Enrollment 8
CAASPP Results 10
ELPAC Results 14
Student Population 17
Overall Performance 18
Academic Performance 19
Academic Engagement 24
Conditions & Climate 26
Goals, Strategies, & Proposed Expenditures 28
Goal 1 28
Goal 2 37
Goal 3 43
Goal 4 49
Goal 5 55
Budget Summary 58
Budget Summary 58
Other Federal, State, and Local Funds 58
Budgeted Funds and Expenditures in this Plan 59
Funds Budgeted to the School by Funding Source 59
Expenditures by Funding Source 59
Expenditures by Budget Reference 59
Expenditures by Budget Reference and Funding Source 59
Expenditures by Goal 60
School Site Council Membership 61
Recommendations and Assurances 62

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This Comprehensive Needs Assessment is informed by data collected through the California School Performance Dashboard, English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), STAR Renaissance diagnostic, and the California Healthy Kids Survey (CHKS). The STAR Renaissance is our district diagnostic assessment and is administered at least three times a year. The SBAC, ELPAC, and CHKS surveys are administered once a year. The California Healthy Kids Survey collects data from staff, parents, and students about the Social-Emotional needs of our students, staff, and community. Students completed the CHKS survey at the start of 2020. Parents were provided with multiple opportunities to complete the survey through our Garfield website and community meetings such as Principal Coffee Chat and PTA meetings.

Analysis of the data uncover the following themes:

CA Dashboard

- Roosevelt continues to score at the Green level in Language Arts and Math as measured by SBAC. We will continue to look at our school data to inform our practices and provide tier 2 and 3 interventions for students who are not proficient.
- Roosevelt continues to fall in the Green level for chronic absenteeism. We will continue to address this issue school-wide.
- Roosevelt has made improvements in our school climate data as measured by school-wide suspension rates. Roosevelt is currently in the top Blue level. Our suspension rates have decreased because of the implementation or PBIS, SEL, Trauma-informed, and Restorative Justice practices school-wide.

ELPAC

- Roosevelt's multi-language learners are currently scoring in the Level 2 and range on ELPAC. We need to move more students to levels 3 and 4. This is imperative since students need to score at level 4 in order to be reclassified to fluent English proficient.

SBAC

- State testing was halted to due the COVID 19 pandemic in the spring of 2020. Our data from 2019 indicated that our 3-5 grade students scored 10.9 points above standard in ELA and 1.8 points above standard in Mathematics.

Star Renaissance in ELA and Math

- Students in K-5 grade take diagnostic tests in both Language Arts and Math at a minimum 3 times per year. The staff members use these assessments to identify students not scoring

in the proficient range. Teachers share this information with parents and differentiate lessons for students.

CHKS

- CHKS data from 2020 indicated that staff, parents, and students feel our school is a safe and welcoming place to learn. Students feel supported by their teachers.

Classroom Observations

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

In the fall, observations were conducted across all classroom spaces, at differing times of the day. Almost every classroom received at least one visit per day. Teachers were using technology and blended learning programs an average of 32% of the time over a two week period.

In the Spring, due to the COVID-19 school shutdown classroom observations were done on ZOOM. As a result, 100% of the teachers were teaching using technology and blended learning programs 100% of the time. Students, however, were given packets to work on in asynchronous learning.

From observations of instruction, I noticed that teachers made an effective shift from in-person teaching to virtual teaching. Teachers adapted their lessons to an online format. Planning for the Fall of 2020 should focus on becoming proficient in the online platforms and focus on using asynchronous time to support the synchronous instruction. Student engagement and social emotional wellbeing will need to be a strong focus.

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)

Not Meeting Performance Goals:

According to STAR Renaissance test data, both ELA and Math scores increased from beginning of the school year to the middle of year assessment.

In both reading and math, our Asian and White students are performing much higher than our African-American and Latino-Hispanic students.

- Latino/Hispanic students were stronger in math than in reading.
- African-Americans are lower than Latino/Hispanic students in math.

Teachers identify writing as an area of growth for our school as we transition to new standards and move away from a scripted curriculum that itself had a weak writing component.

Meeting Performance Goals:

This year, the 4th and 5th grade team used Renaissance data to identify students for reading acceleration and intervention.

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

Due to the suspension of State testing during the 2019-2020 school year, Roosevelt Elementary will use STAR Renaissance Diagnostic data, attendance and school grades to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Roosevelt has 26 fully credentialed teachers, 1 without full credential and 0 Teaching outside of subject area of competence.

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

Teachers are provided with ongoing professional development in Project Based Learning, the implementation of district adopted programs and Distance Learning .

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

Throughout the school year Roosevelt has dedicated time during our staff meetings and teacher release to analyze data to inform instruction. Data that are analyzed include: CHKS, CAASPP, ELPAC and STAR Renaissance.

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

Instructional coaches are available to support teachers with the implementation of Project Based Learning, classroom technology and supporting new teachers.. Instructional coaches support the administration in framing the scope and sequence of professional development.

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

Teachers meet once a month in Big 4 Committees (Instructional Leadership, Positive Behavioral Interventions and Support, Wellness/Social and Emergency Planning/Safety) and 3 times to collaborate in grade levels.

Teaching and Learning

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

Curriculum and instructional materials are aligned with SBE adopted instructional materials.

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

Roosevelt's bell schedule exceeds the recommended state requirements for instructional minutes. Distance Learning instruction are divided into synchronous and a synchronous instruction. (TK/K 60/120; 1-3 100/130; 4&5 110/240)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

In Distance Learning, the ratio of synchronous to asynchronous provides ample time for small group acceleration and intervention.

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

All students have access to SBE adopted instructional materials

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

Through Project Based Learning, SBE adopted instructional materials are used to produce critical thinkers, effective communicators and collaborators, ethical and cultural leaders and students with healthy minds and bodies.

Opportunity and Equal Educational Access

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

Enrichment programs, Reading Academy, Academic Language Development

Evidence-based educational practices to raise student achievement

Daily 5/CAFE strategies and Academic Vocabulary Toolkit.

Parental Engagement

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

Parent facilitator, Family Engagement Nights, Mental Health Counseling, DELAC, ELAC, SSC

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC, ELAC

Funding

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

Roosevelt receives no Title I funds.

Fiscal support (EPC)

All funding is supported through site discretionary funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Writing the SPSA and the Annual Review and Update has been an ongoing process of collaboration including our entire school community; primarily our parent groups and our staff. School Site Council meets throughout the year to learn about the process and the plan, including budgetary information. The whole staff meets regularly and through our collaboration process gives feedback, suggestions, and works to implement the plan. As we move through the year we work to finalize the SPSA and approve it through School Site Council (SSC) with input from English Learner Advisory Council (ELAC) and other parent leadership groups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.57%	0.37%	0.17%	3	2	1
African American	12.50%	11.65%	11.88%	66	63	69
Asian	11.36%	12.75%	11.02%	60	69	64
Filipino	2.65%	3.33%	2.93%	14	18	17
Hispanic/Latino	31.06%	33.46%	35.8%	164	181	208
Pacific Islander	1.52%	0.92%	1.2%	8	5	7
White	28.60%	26.25%	24.1%	151	142	140
Multiple/No Response	0.76%	1.29%	9.98%	4	7	17
			Total Enrollment	528	541	581

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	102	114	121
Grade 1	82	92	91
Grade 2	92	85	99
Grade3	94	88	93
Grade 4	78	84	89
Grade 5	80	78	88
Total Enrollment	528	541	581

Conclusions based on this data:

1. Total student enrollment has been increasing over the past 3 years from 521 to 541 students
2. Asian and Hispanic/Latino have the greatest gains in students over the past 3 years.
3. The greatest gain in students is in Kindergarten, 12 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	83	80	86	15.7%	14.8%	14.8%
Fluent English Proficient (FEP)	29	33	41	5.5%	6.1%	7.1%
Reclassified Fluent English Proficient (RFEP)	11	14	14	13.3%	17.5%	17.5%

Conclusions based on this data:

1. Consistent percentage of English Learner enrollment around 15%
2. Slight increase in the number of Fluent English Proficient (FEP) over 3 years
3. Slight increase in the number of Reclassified Fluent English Proficient (RFEP) over 3 years

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	92	86	80	92	82	80	92	82	100	100	95.3
Grade 4	81	79	82	81	77	82	81	77	82	100	97.5	100
Grade 5	85	76	78	83	75	75	83	75	75	97.6	98.7	96.2
All	246	247	246	244	244	239	244	244	239	99.2	98.8	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2439.	2460.	2460.	27.50	39.13	41.46	32.50	23.91	18.29	21.25	21.74	26.83	18.75	15.22	13.41
Grade 4	2484.	2462.	2488.	35.80	19.48	36.59	20.99	27.27	19.51	11.11	27.27	19.51	32.10	25.97	24.39
Grade 5	2508.	2509.	2509.	26.51	29.33	24.00	22.89	28.00	36.00	25.30	14.67	16.00	25.30	28.00	24.00
All Grades	N/A	N/A	N/A	29.92	29.92	34.31	25.41	26.23	24.27	19.26	21.31	20.92	25.41	22.54	20.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	39.13	43.90	47.50	41.30	42.68	27.50	19.57	13.41
Grade 4	28.40	23.38	35.37	43.21	53.25	43.90	28.40	23.38	20.73
Grade 5	27.16	29.33	25.33	40.74	46.67	49.33	32.10	24.00	25.33
All Grades	26.86	31.15	35.15	43.80	46.72	45.19	29.34	22.13	19.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.75	36.96	31.71	47.50	41.30	46.34	23.75	21.74	21.95
Grade 4	32.10	20.78	28.05	41.98	50.65	45.12	25.93	28.57	26.83
Grade 5	34.57	29.33	32.00	48.15	42.67	53.33	17.28	28.00	14.67
All Grades	31.82	29.51	30.54	45.87	44.67	48.12	22.31	25.82	21.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.50	33.70	29.27	63.75	54.35	59.76	13.75	11.96	10.98
Grade 4	28.40	19.48	30.49	50.62	62.34	57.32	20.99	18.18	12.20
Grade 5	19.51	25.33	13.33	59.76	53.33	68.00	20.73	21.33	18.67
All Grades	23.46	26.64	24.69	58.02	56.56	61.51	18.52	16.80	13.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.75	35.87	34.15	52.50	48.91	48.78	18.75	15.22	17.07
Grade 4	37.04	19.48	30.49	39.51	57.14	45.12	23.46	23.38	24.39
Grade 5	25.93	26.67	28.00	49.38	50.67	48.00	24.69	22.67	24.00
All Grades	30.58	27.87	30.96	47.11	52.05	47.28	22.31	20.08	21.76

Conclusions based on this data:

1. Increase from 57.33% to 60% of students meeting or exceeding standards in overall English Language Arts on CAASPP
2. Slight increase (3% to 4%) in the percentage of students who are above, at or near standard in Reading, Writing and Listening
3. Slight decrease (2%) in the percentage of students who are above, at or near standard in Research/Inquiry

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	92	86	80	92	85	80	92	85	100	100	98.8
Grade 4	81	79	82	81	77	82	81	77	82	100	97.5	100
Grade 5	85	76	78	82	75	75	82	75	75	96.5	98.7	96.2
All	246	247	246	243	244	242	243	244	242	98.8	98.8	98.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2452.	2454.	2453.	25.00	31.52	24.71	35.00	26.09	41.18	31.25	19.57	12.94	8.75	22.83	21.18
Grade 4	2487.	2473.	2480.	25.93	18.18	25.61	20.99	22.08	24.39	29.63	36.36	21.95	23.46	23.38	28.05
Grade 5	2512.	2518.	2515.	26.83	30.67	24.00	19.51	20.00	16.00	25.61	18.67	32.00	28.05	30.67	28.00
All Grades	N/A	N/A	N/A	25.93	27.05	24.79	25.10	22.95	27.69	28.81	24.59	21.90	20.16	25.41	25.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.75	48.91	40.00	53.75	22.83	38.82	12.50	28.26	21.18
Grade 4	34.57	32.47	36.59	24.69	31.17	26.83	40.74	36.36	36.59
Grade 5	30.49	40.00	32.00	30.49	25.33	33.33	39.02	34.67	34.67
All Grades	32.92	40.98	36.36	36.21	26.23	33.06	30.86	32.79	30.58

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.50	34.78	43.53	48.75	40.22	36.47	18.75	25.00	20.00
Grade 4	27.16	14.29	30.49	44.44	55.84	41.46	28.40	29.87	28.05
Grade 5	25.61	25.33	20.00	46.34	41.33	50.67	28.05	33.33	29.33
All Grades	28.40	25.41	31.82	46.50	45.49	42.56	25.10	29.10	25.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.00	40.22	43.53	52.50	44.57	35.29	17.50	15.22	21.18
Grade 4	33.33	28.57	29.27	40.74	46.75	35.37	25.93	24.68	35.37
Grade 5	24.39	24.00	17.33	48.78	44.00	52.00	26.83	32.00	30.67
All Grades	29.22	31.56	30.58	47.33	45.08	40.50	23.46	23.36	28.93

Conclusions based on this data:

1. Increase from 50% to 52.48% of students meetings or exceeding standards in overall Mathematics on ASSAPP
2. Slight Increase (2.21%) in the percentage of students who are above or near standard in Concepts & Procedures
3. Slight increase (3.48%) in the percentage of students who are above or near standard in Problem Solving & Modeling/Data Analysis

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1443.7	1439.4	1455.1	1453.7	1416.9	1405.7	19	16
Grade 1	*	1502.7	*	1507.5	*	1497.5	*	15
Grade 2	*	*	*	*	*	*	*	10
Grade 3	1466.6	*	1464.2	*	1468.6	*	19	7
Grade 4	*	*	*	*	*	*	*	10
Grade 5	1513.6	1525.5	1499.0	1528.3	1527.7	1522.1	14	12
All Grades							81	70

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.75	*	31.25	*	43.75	*	6.25	19	16
1	*	46.67	*	53.33	*	0.00	*	0.00	*	15
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*	*	*	19	*
4	*	*	*	*		*		*	*	*
5	*	25.00	*	33.33	*	25.00		16.67	14	12
All Grades	32.10	24.29	41.98	37.14	18.52	30.00	*	8.57	81	70

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.75	*	43.75	*	31.25		6.25	19	16
1	*	60.00		33.33	*	6.67	*	0.00	*	15
3	*	*	*	*	*	*	*	*	19	*
4	*	*	*	*	*	*		*	*	*
5	*	58.33	*	25.00		0.00		16.67	14	12
All Grades	48.15	41.43	35.80	34.29	*	17.14	*	7.14	81	70

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.42	37.50	*	56.25		6.25	19	16
1	*	66.67	*	33.33	*	0.00	*	15
3	*	*	*	*	*	*	19	*
5	*	25.00	78.57	58.33		16.67	14	12
All Grades	46.91	31.43	43.21	60.00	*	8.57	81	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.00	*	68.75	*	6.25	19	16
1	*	46.67	*	46.67	*	6.67	*	15
3	*	*	68.42	*	*	*	19	*
5	85.71	75.00	*	8.33		16.67	14	12
All Grades	54.32	50.00	40.74	41.43	*	8.57	81	70

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	63.16	81.25	*	6.25	19	16
1	*	46.67	*	53.33	*	0.00	*	15
3	*	*	*	*	*	*	19	*
5	*	16.67	78.57	50.00	*	33.33	14	12
All Grades	27.16	20.00	56.79	62.86	16.05	17.14	81	70

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.50	*	62.50	*	25.00	19	16
1	*	20.00	*	80.00	*	0.00	*	15
3	*	*	*	*	*	*	19	*
5	*	0.00	85.71	91.67		8.33	14	12
All Grades	29.63	12.86	56.79	71.43	13.58	15.71	81	70

Conclusions based on this data:

1. 24% of the EL students scored at level 4 Overall

2. 41% of the EL students scored at level 4 in Oral Language

3. There was a decrease in the number of EL students at Roosevelt from 81 to 70

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
541	**35.5**	**14.8**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	14.8
Homeless	2	0.4
Socioeconomically Disadvantaged	192	35.5
Students with Disabilities	66	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	11.6
American Indian	2	0.4
Asian	69	12.8
Filipino	18	3.3
Hispanic	181	33.5
Two or More Races	54	10.0
Pacific Islander	5	0.9
White	142	26.2

Conclusions based on this data:

1. Hispanic is the largest student group at 33.5%
2. White is the second largest student group at 26.2%
3. Socioeconomically Disadvantaged students make up 35.5% of the students

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2019 Fall Dashboard for Overall for All Students indicates that students perform in the green indicator for Chronic Absenteeism, English Language Arts and Mathematics
2. The 2019 Fall Dashboard for Overall for All Students indicates that students perform in the blue indicator for Suspension Rate

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Yellow	 No Performance Color
19.9 points above standard	15.3 points below standard	0 Students
Increased ++10.2 points	Increased Significantly ++30.9 points	
240	39	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	24.9 points below standard	72 points below standard
1	Increased Significantly ++20.7 points	Increased ++4 points
	89	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
15.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	48 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.2 points	2	Increased ++13.4 points	7
34		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
4.5 points below standard	25.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	54.6 points above standard
Increased Significantly ++16.7 points	Increased Significantly ++23.1 points	3	Maintained ++0.9 points
80	22		61

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.7 points below standard	43.5 points above standard	26.4 points above standard
Maintained -0.3 points	18	Increased ++3.4 points
21		192

Conclusions based on this data:

1. Overall, All Students scored in the green tier (19.9 points above standard and increasing by 10.2 points) in English Language Arts.
2. English Language Learners scored in the yellow tier (15.3 points below standard, but significantly increasing by 30.9 points) in English Language Arts.
3. Reclassified English Learners scored 43.5 points above standard in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Green	
1.8 points above standard	17 points below standard	
Maintained ++1.3 points	Increased Significantly ++27.1 points	
240	39	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.8 points below standard	81.3 points below standard
1	Increased ++11.1 points	Declined -7.5 points
	89	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Yellow	No Performance Color	No Performance Color	No Performance Color
34.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	28.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.6 points	2	Maintained ++0.5 points	7
34		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	No Performance Color	No Performance Color	Green
18.4 points below standard	16.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	30 points above standard
Maintained ++2.8 points	Increased Significantly ++34.4 points	3	Declined -5.4 points
80	22		61

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
69.3 points below standard	43.9 points above standard	5 points above standard
Declined -12.1 points	18	Declined -6.8 points
21		192

Conclusions based on this data:

1. Overall, All Students scored in the green tier (1.8 points above standard and maintaining or 1.3 point increase) in Mathematics.
2. English Learners scored in the green tier (17 points below standard, but increasing significantly by 27.1 points) in Mathematics.
3. Reclassified English Learners scored 43.9 points above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
68.2 making progress towards English language proficiency
Number of EL Students: 44
Performance Level: Very High

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.0	22.7	4.5	63.6

Conclusions based on this data:

1. 63.6% of the EL students increased by at least 1 ELPI Level
2. 4.5% Maintained ELPI Level 4
3. 22.7% Maintained ELPI Level

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	3	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Green	 No Performance Color
5.7	3.4	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3	Maintained -0.2	0
557	88	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Yellow
Less than 11 Students - Data Not Displayed for Privacy	10.6	11.5
2	Declined Significantly -3.3	Declined -1.6
	207	78

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Green	No Performance Color	Blue	No Performance Color
3	Less than 11 Students - Data Not Displayed for Privacy	0	11.1
Declined -5.5	2	Declined -1.6	Increased +11.1
66		75	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	Orange	No Performance Color	Green
10.2	8.1	Less than 11 Students - Data Not Displayed for Privacy	2.8
Declined Significantly -4.1	Increased +4.9	5	Declined -4.4
187	62		142

Conclusions based on this data:

1. Overall, All Students were rated in the green tier (declining significantly) in Chronic Absenteeism.
2. English Learners were rated in the green tier (maintaining) in Chronic Absenteeism.
3. Socioeconomically Disadvantaged students were rated in the yellow tier (declining significantly) in Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	
0.7	0	
Declined Significantly -1.1	Declined -2.3	
561	88	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
Less than 11 Students - Data Not	1	2.5
2	Declined Significantly -1	Declined -2.7
	208	79

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	No Performance Color
1.5	Less than 11 Students - Data 2	0	0
Declined -2.6		Maintained 0	Maintained 0
67		75	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
1.1	0	Less than 11 Students - Data 5	0.7
Declined -0.7	Maintained 0		Declined -1.9
187	62		145

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.8	0.7

Conclusions based on this data:

1. Overall, All Students were rated in the blue tier (declining significantly) in Suspension Rate,
2. English Learners were rated in the blue tier (declining) in Suspension Rate.
3. Socioeconomically Disadvantaged students were rated in the blue tier (declining) in Suspension Rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement, Access & Equity

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Goal 1

Roosevelt School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies, (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need

All students including low performing and English Learners continue to need support in reading and math as they grow to become critical thinkers; communicators and collaborators; healthy in mind and body; and, ethical and cultural leaders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language	LCFF Priority 1 - Basic Conditions • 100% Williams Audit • 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increased 10.2 points ELA for all students African American students increased by 6.2 points	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	Asian students increased by 13.4 points Filipino students-less then 11 students, data not displayed for privacy Hispanic students increased by 16.7 points Indian American students-less then 11 students, data not displayed for privacy Pacific Islander students-less then 11 students, data not displayed for privacy Two or more race students increase 23.1 points While students maintained 0.9 points English Language Learner students increased by 6.2 points Homeless students-less then 11 students, data not displayed for privacy Socioeconomically disadvantaged students increased by 20.7 points Students with Disabilities increased by 4 points • Maintained 1.3 points in Math for all students African American students increased by 3.6 points Asian maintained 0.5 points Filipino-less then 11 students, data not displayed for privacy	from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic maintained 2.8 points Indian American-less then 11 students, data not displayed for privacy Pacific Islander-less then 11 students, data not displayed for privacy Two or more races increase 34.4 points While declined by 5.4 points English Language Learners increased by 27.1 points Homeless-less then 11 students, data not displayed for privacy Socioeconomically disadvantaged increased by 11.1 points Students with Disabilities declined by 7.5 points • 68.2 % of English Learners making progress towards English language proficiency as indicated on the CA State Dashboard • Reclassification rate of 17.5% LCFF Priority 5 - Pupil Engagement • Chronic Absentee rate of 5.7% • 95.9% overall attendance rate	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Grade Level Collaboration - Sub Release Time
Support the effective, consistent implementation of adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on adopted programs during staff meetings, Professional Learning Communities (Wednesday PLC), and Collaboration Release Days. Substitute Release Time will be provided for Grade Level Collaboration Day. This day should include a plan for working on PBL projects, a focus on ELD best practices, as well as analysis of student data and intervention plans. Teachers will engage in on-going Data Analysis utilizing STAR Renaissance assessments, Fast Bridge and classroom assessments.

1.1a Wednesday PLC's: Teachers will meet during job-embedded collaboration time to plan lessons and review student data. The Wednesday PLC Format will be as follows: 1 Wed per month: The Big 4 Committees (ILT, PBIS, Social/Wellness, Safety/Emergency Planning), 2 Wed per month Grade Level PLC's, 1 Wed per month Optional Classroom Work time or GL PLC or Big 4 Committees. Wednesday PLC Agendas will be developed by grade levels and should reflect PBL, Intervention, and ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Unrestricted 1000-1999: Certificated Personnel Salaries Grade Level Collaboration Days -Sub Release Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Review/implement Culturally and Linguistically Responsive Teaching and Learning strategies in order to deepen teacher understanding of of how these strategies apply to both direct instruction as well as project based learning in order to help narrow the opportunity gap between our highest and lowest achieving student groups as measured by state, district and classroom assessments. This professional development can be provided at a staff meeting by administrator and/or Instructional Coaches.

1.2a Provide time during staff meetings for teachers to engage in courageous conversations about race, equity, and social justice so actions can be taken to improve the achievement of our lowest performing students, students of color, and English Learners.

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

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

All Students

Strategy/Activity

1.3 Implement Project Based Learning so that every student experiences at least two project-based units every academic year, provide time for staff to collaborate on grade level PBL projects during staff meetings and/or professional learning communities (PLC) times, and explore PBL projects that support the implementation of Next Generation Science Standards (NGSS) across all grade levels.
1.3a Support English Learners and provide necessary scaffolds so they can participate fully in PBL projects.
1.3b Teachers will regularly share best practices around PBL instruction at staff meetings and through the use of Critical Friends Protocols.

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

Amount(s)	Source(s)
0	Centralized services to support PBL at the school site.

Strategy/Activity 4

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

All Students

Strategy/Activity

1.4 Provide materials and services so teachers can carry out Goal 1 Strategies and Activities

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

Amount(s)	Source(s)
14274	Unrestricted 4000-4999: Books And Supplies Classroom materials to support goal 1 activities
2790	Unrestricted 5000-5999: Services And Other Operating Expenditures Contracted services
5250	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures 504 student services
300	Unrestricted 5900: Communications Postage

Strategy/Activity 5

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

Low performing students

Strategy/Activity

1.6 Assessment, SST Days, & Intervention

Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs and analyze State, District, and Site data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention services at the Tier 2 level.

1.6a Classroom-based Intervention (grades 1-3): Teachers will offer small group instruction to students in need of intervention on a regular basis (daily if possible) in order to target specific skill gaps and work towards raising achievement levels. Use of intervention software programs will provide students with additional support to meet learning goals. Teachers will identify students to participate in Learning Academy (grades 1 - 3) and offer small group instructional intervention to these students. Students in Learning Academy will be assessed frequently and will have the opportunity to exit Learning Academy once they are meeting grade level standards.

1.6b Classroom-based Intervention (grades 4-5): Teachers will implement the Academic Vocabulary Toolkit to all students to equip students with high-use words for advanced reading,

writing, and discussion across content areas. Students learn essential words for analysis, synthesis, justification, and argumentation.

- Prepare English Learners and Striving Readers to become agile communicators in the Common Core State Standards era.
- Expand understanding of new words with embedded grammar and syntax targets.
- Teach words in any order for cross curricular needs.

1.6c Sylvan "after school" small group intervention for 4th and 5th grade students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7300	Unrestricted 4000-4999: Books And Supplies Academic Vocabulary Toolkit TM for 4th grade and consumables for all students in 4th and 5th grades

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

1.7 ELD Instructional Focus

A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our English Learners, identifying and implementing best practices to support the delivery of Designated and Integrated ELD, and prioritizing time during staff meetings and/or PLCs for teachers to collaborate and have access to instructional coaches who have expertise in the area of language acquisition.

1.7a Focus on ELs: Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of the Ellevation online platform will support monitoring academic progress of ELs to facilitate teachers' opportunity to provide feedback on student performance that will inform intervention services.

1.7b Provide supports for EL students across all content areas of the curriculum by providing Integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated within core subjects and support the delivery of the required 30 minutes per day of Designated ELD instruction. This includes the use of Blended Learning platforms designed for EL students such as Imagine Learning. Teachers will monitor the progress of their EL students and provide intervention to those students.

1.7c Teachers in grades 4 and 5 will implement English 3D to address the needs of Long Term English Learners (LTEL) during designated ELD instruction

1.7d English Learner Paraprofessional works with a small group of newcomer and levels 1 and 2 students for 1 hour daily. The focus of the work is speaking and listening skills.

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

Amount(s)	Source(s)
0	District Funded District to provide school access to Ellevation platform
3800	Unrestricted 4000-4999: Books And Supplies Purchase English 3D including TM and student materials for 4th and 5th grade EL students
0	District Funded District to provide English Language Paraprofessional

Strategy/Activity 7

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

All Students

Strategy/Activity

1.8 Utilize a multi-tiered intervention framework for academic, behavioral, and attendance support. Provide Tier 1 instructional, behavioral, and attendance supports in all classrooms for all students; continue to develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments, tracked disciplinary actions, and attendance issues . Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 2 and 3 interventions.

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

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All strategies and activities were implemented with some minor gains.

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

Due to the change to Emergency Distance Learning, PBIS strategies were modified by individual teachers, field trips were cancelled and incorporated into Project Based Learning.

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

The format of the Wednesday PLC's have changed to include the Big 4 Committees. The Big 4 are designed to increase staff buy-in for major initiatives at school around: Instructional Leadership Team (ILT), Positive Behavior Interventions and Supports (PBIS)Team, Social and Wellness Team and Safety and Emergency Planning Team. (Strategy 1). The implementation of Academic Vocabulary Toolkit (AVT) for all students, including low performing (Activity 6) and English 3D for English Learners (Activity 7) were added to focus language and vocabulary in the 4th and 5th grades. In an effort to support students and families during distance learning a multi-tiered intervention framework will be utilized (Strategy 8).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Goal 2

Roosevelt Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need

Increase outcomes for all students through actions and services that promote the development of our students' college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics	LCFF Priority 3 - Parent Engagement • Hosted a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increased 10.2 points ELA for all students African American students increased by 6.2 points Asian students increased by 13.4 points Filipino students-less then 11 students, data not displayed for privacy	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	Hispanic students increased by 16.7 points Indian American students-less then 11 students, data not displayed for privacy Pacific Islander students-less then 11 students, data not displayed for privacy Two or more race students increase 23.1 points While students maintained 0.9 points English Language Learner students increased by 6.2 points Homeless students-less then 11 students, data not displayed for privacy Socioeconomically disadvantaged students increased by 20.7 points Students with Disabilities increased by 4 points • Maintained 1.3 points in Math for all students African American students increased by 3.6 points Asian maintained 0.5 points Filipino-less then 11 students, data not displayed for privacy Hispanic maintained 2.8 points Indian American-less then 11 students, data not displayed for privacy	• Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Pacific Islander-less then 11 students, data not displayed for privacy Two or more races increase 34.4 points While declined by 5.4 points English Language Learners increased by 27.1 points Homeless-less then 11 students, data not displayed for privacy Socioeconomically disadvantaged increased by 11.1 points Students with Disabilities declined by 7.5 points • 68.2 % of English Learners making progress towards English language proficiency as indicated on the CA State Dashboard • Reclassification rate of 17.5% LCFF Priority 5 - Pupil Engagement • Chronic Absentee rate of 5.7% • 95.9% overall attendance rate	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Inspire students to think about their futures by providing experiences for them to learn about college & career opportunities. Parents will be invited to share their expertise/ college experience with students during "Special Person's Day" in order to increase awareness and promote a college & career culture at Roosevelt School. Invite Roosevelt alumni San Leandro High School graduates to visit and talk to Roosevelt students about their pathways to graduation and beyond.

2.1a Provide parents with a clear definition of EL program pathways and college and career opportunities that may be available for their students at the elementary and secondary levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

2.2 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide ongoing professional development for staff on inclusion strategies for our diverse learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners
Students with Disabilities

Low Income

Strategy/Activity

2.3 Continually monitor EL student progress to ensure that English Learners are making growth on the state and district assessments in order to reclassify them as soon as they meet RFEP criteria. Utilize the Ellevation platform to conduct EL monitoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.4 Promote prevention and intervention programs that focus on health, wellness, and positive personal social development. Coordinate school-wide services by using the COST process.
2.4a Systematic Toolbox Implementation
2.4b Work with Community Based Organizations and Speech Language Therapist to establish Individual counseling and Social Skills Groups which will help students learn strategies for dealing with emotional peer conflicts. Identify students who would benefit from participation in individual counseling and social groups through the COST process.
2.4c PBIS Committee: Work with Principal in creating a new vision/mission for the school to drive staff commitment and continue to plan and implement Positive Behavior Intervention Strategies. This includes the development of Tier 1 Interventions. The PBIS Team will meet at least one time per month and will be offered time at staff meetings to provide professional development to teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

	COST Coordinator - District Funded - This position will ensure that students are identified for early intervention and connected with the necessary intervention services (including referrals to special education) on campus and around the district.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All strategies and activities were implemented.

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

All strategies and activities were implemented as they grow to become critical thinkers; communicators and collaborators; healthy in mind and body; and, ethical and cultural leaders.

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.

No major changes to the strategies with associated cost were developed to support this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Collaborative and Engaged District Culture

LEA/LCAP Goal

All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Goal 3

Roosevelt School staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences for all students.

Identified Need

Increase outcomes for all students through actions and services that enhance community and public relations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics	LCFF Priority 3 - Parent Engagement • Hosted a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increased 10.2 points ELA for all students African American students increased by 6.2 points Asian students increased by 13.4 points	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	Filipino students-less then 11 students, data not displayed for privacy Hispanic students increased by 16.7 points Indian American students-less then 11 students, data not displayed for privacy Pacific Islander students-less then 11 students, data not displayed for privacy Two or more race students increase 23.1 points While students maintained 0.9 points English Language Learner students increased by 6.2 points Homeless students-less then 11 students, data not displayed for privacy Socioeconomically disadvantaged students increased by 20.7 points Students with Disabilities increased by 4 points • Maintained 1.3 points in Math for all students African American students increased by 3.6 points Asian maintained 0.5 points Filipino-less then 11 students, data not displayed for privacy Hispanic maintained 2.8 points	• Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.1% to 0.3% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Increase the rating for Student Engagement and Supports by 5%-10% as measured by the California Healthy Kids Survey (CHKS).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Indian American-less then 11 students, data not displayed for privacy Pacific Islander-less then 11 students, data not displayed for privacy Two or more races increase 34.4 points While declined by 5.4 points English Language Learners increased by 27.1 points Homeless-less then 11 students, data not displayed for privacy Socioeconomically disadvantaged increased by 11.1 points Students with Disabilities declined by 7.5 points • 68.2 % of English Learners making progress towards English language proficiency as indicated on the CA State Dashboard • Reclassification rate of 17.5% LCFF Priority 5 - Pupil Engagement • Chronic Absentee rate of 5.7% • 95.9% overall attendance rate LCFF Priority 6 - School Climate • School suspension rate of 0.7%. • School expulsion rate of 0%.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• Student Engagement and Supports findings from the California Healthy Kids Survey (CHKS). • School Connectedness (65%) • Caring Relationships (59%) • High Expectations (82%) • Meaningful Participation (36%) • Perceived Safety (73%)	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.1 Enhance new employee on-boarding and mentorship experiences by establishing a Roosevelt Welcome Binder which will hold all of the critical information a new staff member might need to know. In addition, pairing new staff members with a "buddy teacher" can help to improve the on-boarding experience.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.2 Continue ongoing professional development opportunities for all employees at Roosevelt School including administration, support staff, and teachers based on employee input.
3.2a Provide District-wide Professional Development Days (2 days)
3.2b Secure funding for teachers to attend Professional Development opportunities and conferences (Kindergarten conferences, Daily 5 Conference, Fountas and Pinnell Leveled Library Intervention workshops, Learning and the Brain Conference, etc)

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

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

All students

Strategy/Activity

3.3 Promote health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom that focus on movement and mindfulness (i.e. Daily Toolbox mini-lessons/class meetings, Brain Breaks, Mindfulness strategies, Safe Routes to School programs)

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 4

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

All students

Strategy/Activity

3.4 Implement standard operational procedures for effective internal communication with all Roosevelt employees. This includes office staff to teacher communication.

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All strategies and activities were implemented.

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

All strategies and activities were implemented prior to the shift to Emergency Distance Learning and continued during the school closure.

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.

No major changes to the strategies with associated cost were developed to support this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Safety, Health & Wellness

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

Goal 4

Roosevelt Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional, and academic development of our students.

Identified Need

Increase outcomes for all students through actions and services that pertain to school safety, health and wellness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics	LCFF Priority 3 - Parent Engagement • Host a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increased 10.2 points ELA for all students African American students increased by 6.2 points Asian students increased by 13.4 points Filipino students-less then 11 students, data not displayed for privacy	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	Hispanic students increased by 16.7 points Indian American students-less then 11 students, data not displayed for privacy Pacific Islander students-less then 11 students, data not displayed for privacy Two or more race students increase 23.1 points While students maintained 0.9 points English Language Learner students increased by 6.2 points Homeless students-less then 11 students, data not displayed for privacy Socioeconomically disadvantaged students increased by 20.7 points Students with Disabilities increased by 4 points • Maintained 1.3 points in Math for all students African American students increased by 3.6 points Asian maintained 0.5 points Filipino-less then 11 students, data not displayed for privacy Hispanic maintained 2.8 points Indian American-less then 11 students, data not displayed for privacy	• Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Pacific Islander-less then 11 students, data not displayed for privacy Two or more races increase 34.4 points While declined by 5.4 points English Language Learners increased by 27.1 points Homeless-less then 11 students, data not displayed for privacy Socioeconomically disadvantaged increased by 11.1 points Students with Disabilities declined by 7.5 points • 68.2 % of English Learners making progress towards English language proficiency as indicated on the CA State Dashboard • Reclassification rate of 17.5% LCFF Priority 5 - Pupil Engagement • Chronic Absentee rate of 5.7% • 95.9% overall attendance rate	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.1 Utilize the services of our Parent Facilitator and staff to help systematize parent engagement efforts at Roosevelt School and provide targeted outreach and support to families of students in the opportunity gap which includes parents of English Learners. Support the continued efforts of the Roosevelt Parent Groups (i.e PTA, Dads' Club, AAPAG, Voces Unidas, ELAC, and LGBTQS Alliance). Encourage staff to work with parent groups to develop community building events such as (Community on the Green, Multicultural Night, and Art & Rhythm Night, Family Photo Wall).

4.1a Utilize district and site resources to provide translation services to our parent community in Spanish and other identified languages.

4.1b Implement best practices in communicating information between all stakeholder groups in the Roosevelt community through the effective use of ParentSquare, our school website and social media.

4.1c Purchase postage for mailing correspondence to parents as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Unrestricted 5900: Communications Postage
1772	Unrestricted 5000-5999: Services And Other Operating Expenditures Translation services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.2 Provide K-5 parent education opportunities (i.e. Coffee Chats, ELAC, SSC, Family Tech Night, Literacy Night) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.3 Partner with local organizations(Dad's Club ACES program and Sylvan) to provide extended hour programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.4 Ensure high standards of school safety and deliver effective emergency response and operations by annually updating the site Emergency Plan.

4.4a Ensure that all parent volunteer and field trip driver clearances are entered into a Google Doc by the Attendance Clerk so that teachers can readily access it and verify that all parent chaperones are cleared to attend field trips.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	Unrestricted 4000-4999: Books And Supplies 1st Aide and Emergency Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.5 Provide Mental Health Care providers to work with students individually and in small groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Provide mental health care workers by partnering with Wellness Together and Community Health for Asian Americans

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All strategies and activities were implemented.

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

All strategies and activities were implemented. They became critical as we transitioned to Emergency Distance Learning.

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

No major changes to the strategies with associated cost were developed to support this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Facilities and Technology

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Goal 5

Roosevelt School staff will effectively maintain and improve its facilities and technology in order to provide an optimal learning environment for all students.

Identified Need

Some facilities have been in use past their prime and upgrades to classrooms and technology .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. •	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5.1 Replace portables on campus with modular classrooms.

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

Amount(s)	Source(s)
0	J1 Bond

Strategy/Activity 2

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

All Students

Strategy/Activity

5.2 Technology refresh - student ChromeBooks

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

Amount(s)	Source(s)
0	J1 bond

Strategy/Activity 3

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

All Students

Strategy/Activity

5.3 Purchase technology accessories as needed. (Headphones, dongles, projector bulbs, mice)

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

Amount(s)	Source(s)
1000	Unrestricted 4000-4999: Books And Supplies Technology Accessories

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Hot Spots for students/families during Distance Learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

All strategies and activities were implemented.

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

All strategies and activities were implemented. In addition, as we transitioned to emergency distance learning, chrome books were distributed to all students who needed them.

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.

Purchase of technology and devices to support distance learning (Strategy 4). Students will need access to chrome books and hotspots district funded.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$N/A
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$38,986.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
Unrestricted	$38,986.00

Subtotal of state or local funds included for this school: $38,986.00

Total of federal, state, and/or local funds for this school: $38,986.00

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
Unrestricted	38986	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Unrestricted	38,986.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	2,000.00
4000-4999: Books And Supplies	26,674.00
5000-5999: Services And Other Operating Expenditures	4,562.00
5800: Professional/Consulting Services And Operating Expenditures	5,250.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00

1000-1999: Certificated Personnel Salaries	Unrestricted	2,000.00
4000-4999: Books And Supplies	Unrestricted	26,674.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	4,562.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	5,250.00
5900: Communications	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,714.00
Goal 2	0.00
Goal 3	0.00
Goal 4	2,272.00
Goal 5	1,000.00

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
David Kumamoto	Principal
Debbie Dodd	Classroom Teacher
Nicole Lamm	Classroom Teacher
Natasha Weidner	Classroom Teacher
Laura Ordonez	Other School Staff
Franklin Hysten	Parent or Community Member
Scott Smith	Parent or Community Member
Jenny Larsen	Parent or Community Member
Monique Farris	Parent or Community Member
Steve Moore	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 30, 2020.

Attested:

	Principal, David Kumamoto on November 30, 2020
	SSC Chairperson, Franklin Hysten on November 30, 2020