School Year: **2021-2022**

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	June 1, 2021	

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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.

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. Fall 2020 planning focused on becoming proficient in the online platforms and using asynchronous time to support the synchronous instruction. In addition to academic instruction, student engagement and social emotional wellbeing will need to be a strong focus.

In April 2021, students attended school in small cohorts. Observations during this time indicated teachers teaching concurrently with students in the room as well as students at home on their devices. Although the number of minutes varied depending on the age of the students, concurrent teaching occurred at all grade levels TK-5.

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 reading than in math.
- 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 23 fully credentialed teachers 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 grade level collaboration 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.

Resource Inequities

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

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School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.37%	0.17%	0.2%	2	1	1
African American	11.65%	11.88%	11.7%	63	69	61
Asian	12.75%	11.02%	10.8%	69	64	56
Filipino	3.33%	2.93%	3.1%	18	17	16
Hispanic/Latino	33.46%	35.8%	32.5%	181	208	169
Pacific Islander	0.92%	1.2%	1.2%	5	7	6
White	26.25%	24.1%	25.2%	142	140	131
Multiple/No Response	1.29%	9.98%	3.5%	7	17	18
			Total Enrollment	528	541	520

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	114	121	87
Grade 1	92	91	86
Grade 2	85	99	90
Grade3	88	93	96
Grade 4	84	89	80
Grade 5	78	88	81
Total Enrollment	541	581	520

Conclusions based on this data:

1. Total student enrollment dropped during Distance Learning by 21 students.
2. Hispanic/Latino students dropped by 39 students.
3. The greatest loss of students was in Kindergarten, decrease of 34 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	80	86	56	14.8%	14.8%	10.8%
Fluent English Proficient (FEP)	33	41	40	6.1%	7.1%	7.7%
Reclassified Fluent English Proficient (RFEP)	14	14	10	17.5%	17.5%	11.6%

Conclusions based on this data:

1. Decrease in the number of English Learners by 30 students.
2. Percentage of Fluent English Proficient (FEP) over 3 years has been pretty consistent.
3. Decrease in the number of Reclassified Fluent English Proficient (RFEP) students this year.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	86	93	94	82	84	93	92	84	93	95.3	90	99
Grade 4	82	89	80	82	80	78	77	80	78	100	90	98
Grade 5	78	88	79	75	42	77	75	42	77	96.2	48	97
All	246	270	253	239	206	248	244	206	248	97.2	76	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2460.	332	440	41.46	30	31	18.29	27	17	26.83	14	29	13.41	29	23
Grade 4	2488.	431	471	36.59	41	19	19.51	20	28	19.51	13	20	24.39	26	33
Grade 5	2509.	518	693	24.00	31	38	36.00	33	30	16.00	14	11	24.00	21	20
All Grades	N/A	N/A	N/A	34.31	34	29.3	24.27	26.7	25	20.92	13.7	20	20.50	25.3	25.3

**STAR Reading

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

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	86	93	94	85	83	93	85	83	93	98.8	89	99
Grade 4	82	89	80	82	77	78	82	77	78	100	87	98
Grade 5	78	88	79	75	59	77	75	59	77	96.2	67	97
All	246	270	253	242	219	248	242	219	248	98.4	81	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2453.	489	578	24.71	32	16	41.18	22	18	12.94	27	35	21.18	17	30
Grade 4	2480.	589	642	25.61	21	12	24.39	30	15	21.95	22	41	28.05	27	32
Grade 5	2515.	649	732	24.00	17	25	16.00	24	14	32.00	25	23	28.00	34	38
All Grades	N/A	N/A	N/A	24.79	23.3	17.7	27.69	25.3	15.7	21.90	24.7	33	25.62	26	33.3

**STAR Math

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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade K	1439.4		1453.7		1405.7		16	
Grade 1	1502.7		1507.5		1497.5		15	
Grade 2	*		*		*		10	
Grade 3	*		*		*		7	
Grade 4	*		*		*		10	
Grade 5	1525.5		1528.3		1522.1		12	
All Grades							70	

*OPTIONAL Summative ELPAC

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	18.75		31.25		43.75		6.25		16	
1	46.67		53.33		0.00		0.00		15	
5	25.00		33.33		25.00		16.67		12	
All Grades	24.29		37.14		30.00		8.57		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	18.75		43.75	43.75	31.25		6.25		16	
1	60.00		33.33	33.33	6.67		0.00		15	
5	58.33		25.00	25.00	0.00		16.67		12	
All Grades	41.43		34.29	34.29	17.14		7.14		70	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	37.50		56.25		6.25		16	
1	66.67		33.33		0.00		15	
5	25.00		58.33		16.67		12	
All Grades	31.43		60.00		8.57		70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	25.00		68.75		6.25		16	
1	46.67		46.67		6.67		15	
5	75.00		8.33		16.67		12	
All Grades	50.00		41.43		8.57		70	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	12.50		81.25		6.25		16	
1	46.67		53.33		0.00		15	
5	16.67		50.00		33.33		12	
All Grades	20.00		62.86		17.14		70	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	12.50		62.50		25.00		16	
1	20.00		80.00		0.00		15	
5	0.00		91.67		8.33		12	
All Grades	12.86		71.43		15.71		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.

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
541	**35.5**	**14.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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

Engage, Educate, Empower

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
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 20 pts above standard b. English Learners = 15 pts below standard c. Socioeconomically Disadvantaged = 25 pts below standard d. Students with Disabilities = 100 pts below standard e. African American = 16 pts below standard f. Hispanic/Latino = 5 pts below standard	Will improve Distance from Standard by: Overall + 8 pts English Learners + 15 pts Socioeconomically Disadvantaged + 10 Students with Disabilities + 15pts African American + 8 Hispanic/Latinx + 10
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard)	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard)	Will improve Distance from Standard by: Overall + 10 pts English Learners + 10 pts

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8	a. Overall = 2 pts above standard b. English Learners = 17 pts below standard c. Socioeconomically Disadvantaged = 30 pts below standard d. Students with Disabilities = 81 pts below standard e. African American = 34 pts below standard f. Hispanic/Latino = 18 pts below standard	Socioeconomically Disadvantaged + 12 Students with Disabilities + 15pts African American + 22 Hispanic/Latinx + 12
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 38.2% b. English Learners = 0% c. Socioeconomically Disadvantaged = 20% d. African American = 30.7% g. Hispanic/Latino = 14.8%	Will increase percent of students who met or exceed standards by: Overall 4% English Learners 4% Socioeconomically Disadvantaged 4% African American 4% Hispanic/Latinx 4%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 70% 2nd Grade: 59% 3rd Grade: 34% 4th Grade: 27% 5th Grade: 39%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10% to: 1st Grade: 77% 2nd Grade: 64.9% 3rd Grade: 37.4% 4th Grade: 29.7% 5th Grade: 42.9%
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 55% 3rd Grade: 48% 4th Grade: 47% 5th Grade: 68%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10% to: 2nd Grade: 60.5% 3rd Grade: 52.8% 4th Grade: 51.7% 5th Grade: 74.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = 787% At/Above 1st Grade Benchmark = 69%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.
Attendance Rate a. All Students b. English Learners c. Student with Disabilities d. Foster Youth e. Homeless Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 95.6% b. English Learners = 95.8% c. Student with Disabilities = 95.4% d. Homeless = 94.2%	Increase attendance rate by 2% to: a. All Students = 97.6% b. English Learners = 97.8% c. Student with Disabilities = 97.4% d. Homeless = 96.2%
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 57	Decrease by half
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of SLUSD teachers are appropriately assigned
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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. Effective & Meaningful Teaching and Learning
a. Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.
b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.
d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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)
2450	Unrestricted 4000-4999: Books And Supplies Supplies and materials to support teachers
0	District Funded 1000-1999: Certificated Personnel Salaries Intervention teacher to provide in-school interventions
5000	Supplemental and Concentration" 4000-4999: Books And Supplies Books and supplies for the library
3979	Supplemental and Concentration" 4000-4999: Books And Supplies Books and materials to support Academic Vocabulary Toolkit
3000	Supplemental and Concentration" 5000-5999: Services And Other Operating Expenditures Professional development on implementation of Academic Vocabulary Toolkit
2505	Supplemental and Concentration" 1000-1999: Certificated Personnel Salaries Teacher pay for professional development on implementation of Academic Vocabulary Toolkit

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. Responsive Support Structures for Student Success
a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied a. opportunities to make learning visible and support equitable grading practices.
b. Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.
e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for 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)
3758	Supplemental and Concentration" 1000-1999: Certificated Personnel Salaries Teacher run after school enrichment/intervention
4378	Supplemental and Concentration" 5000-5999: Services And Other Operating Expenditures After school enrichment program
0	District Funded Summer School program
0	District Funded 1000-1999: Certificated Personnel Salaries COST coordinator stipend
5922	Unrestricted 2000-2999: Classified Personnel Salaries Noon Supervisor - support student behaviors
2400	Supplemental and Concentration" 1000-1999: Certificated Personnel Salaries Release teachers to meet and discuss students during Student Success Team meetings
7047	Unrestricted

	5000-5999: Services And Other Operating Expenditures Professional development to build educators' capacity to support students using anti-racist and culturally linguistically responsive practices

Strategy/Activity 3

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

Strategy/Activity

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

Amount(s)	Source(s)
0	

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

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

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
Broad Course of Study	Roosevelt Elementary school offers courses described in Education Code 51210 and 51220 to all	Roosevelt offers courses described in Education Code 51210
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	Reclassification Rate for SY 2020-21 is 11.6%. (Most Recent Data from DataQuest)	Increase the reclassification rate for SY 2021-22 to 14%
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 68% (Most Recent Data from 2020 California Dashboard)	Increase the percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2021-2022 to 75%

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. Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.
b. Develop and apply critical media and information literacies at school and in the community.
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

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 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

2.2. Fostering Multilingualism
a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.
b. Systematize structured supports that address the needs of long-term English learners and newcomer 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)
3809	Unrestricted 4000-4999: Books And Supplies

	Materials for English 3D to address the needs of long-term English Learners
0	District Funded 2000-2999: Classified Personnel Salaries English Language Development Paraprofessional to work with newcomer students

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

2.3. Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Unrestricted 5000-5999: Services And Other Operating Expenditures 504 behavioral support services
0	District Funded 5000-5999: Services And Other Operating Expenditures Mental health counselors

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	

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-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals 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
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	95% attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	95% attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	Increase district proportionality of staff to student population of the four underrepresented groups African American = 12% Asian = 17% Filipino = 7% Hispanic = 38%

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. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff, and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community

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 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. Talented and Diverse Workforce

a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Teacher Induction Coaches

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 Cohesive Collaboration
a. Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all 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)
8800	Unrestricted 1000-1999: Certificated Personnel Salaries Release Grade Levels twice a year for collaboration
1600	Unrestricted 1000-1999: Certificated Personnel Salaries Release teachers twice a year to observe in other classrooms

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

0	

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

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
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	Improve parent Engagement with special student/family groups (i.e. low-income students, English learners, foster youth, etc.)
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation at all district events
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement	100% participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 3	events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 153 Completed Parent Survey	Number of completed California Healthy Kids Surveys will increase by 10%
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 89% • Promotes academic success for all students = 90% • A safe place for their children = 94%	Parent feel welcome to participate at this school = 91 % Promotes academic success for all students = 92% A safe place for their children = 96%

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. Analyze, Audit, and Respond to Parent Needs
a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

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)
1306	Unrestricted 0000: Unrestricted Translation provided by contracted service and classified employees

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. Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Parent Facilitator

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments 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
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	100% 1:1 Device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 24 hours and average resolution within 2 days.
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	98% of work orders will be less than one month old in the district maintenance work order system

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	District vehicle fleet will be working properly, pass all required smog tests, and the majority of fleet will be less than five years old.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Increase percent of parents who strongly agree that SLUSD schools have clean and well maitained facilities/properties to 96%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	100% of SLUSD school will be in good/exemplary condition

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. District Bond Improvements
a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

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 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. Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

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

5.3. Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

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

Amount(s)	Source(s)

Strategy/Activity 4

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

All Students

Strategy/Activity

5.4. Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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 4000-4999: Books And Supplies Chromebooks and Hotspots available to all students

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	$61,954.00

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
Supplemental and Concentration"	$25,020.00
Unrestricted	$36,934.00

Subtotal of state or local funds included for this school: $61,954.00

Total of federal, state, and/or local funds for this school: $61,954.00

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	2,052.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Supplemental and Concentration"	25,020.00
Unrestricted	36,934.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,306.00
1000-1999: Certificated Personnel Salaries	19,063.00
2000-2999: Classified Personnel Salaries	5,922.00
4000-4999: Books And Supplies	15,238.00
5000-5999: Services And Other Operating Expenditures	20,425.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	District Funded	0.00

1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration"	8,663.00
4000-4999: Books And Supplies	Supplemental and Concentration"	8,979.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration"	7,378.00
0000: Unrestricted	Unrestricted	1,306.00
1000-1999: Certificated Personnel Salaries	Unrestricted	10,400.00
2000-2999: Classified Personnel Salaries	Unrestricted	5,922.00
4000-4999: Books And Supplies	Unrestricted	6,259.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	13,047.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,439.00
Goal 2	9,809.00
Goal 3	10,400.00
Goal 4	1,306.00
Goal 5	0.00

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 June 1, 2021.

Attested:

	Principal, David Kumamoto on June 1, 2021
	SSC Chairperson, Franklin Hysten on June 1, 2021