



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Roosevelt Elementary

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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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary	39686766042758	Ver 1 – 05/19/2020	Ver 1 – 06/04/2020	Ver 1 – 07/28/2020

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 relationships with our families is vital to the success of our students.

Roosevelt Elementary is implementing a Schoolwide Program

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

Roosevelt Elementary school plan aligns with the district's Local Control accountability Plan (LCAP) as each (and its associated strategy(ies)/activit(ies) can be referenced to the LCAP's intent.

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

Roosevelt Elementary is developing its (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was review by the school's School Site Council on May 12, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Roosevelt Elementary and its School Site Council reviewed the progress of the 2019-2020 plan. This evaluation included responses to four questions focusing on each goal with the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of School Plan for Student Achievement questions 1 and 2. Discussion and review of the evaluation has been notated in the February 27, 2020 School Site Council Meeting.

In school year 2019-2020, Roosevelt Elementary initiated some surveys to the teachers and parents and meetings with stakeholders to the School Site Council. These meetings were held on November 14, 2019 and March 26, 2020.

In summary, we noticed that the two surveys indicated that students are below grade level in reading and math as indicated on the teacher's survey. Both surveys indicated that Roosevelt is in need to have a research based program for all students and more support for EL students based on input from the parents that attended the ELAC meetings. We discussed how the newcomers need more support. We discussed how we see improvement across the board on i-Ready assessment. The SBAC Spring 2019 scores showed how we are below standards across the board. There was a discussion about what the ELAC committee recommended which was to get more support of EL. They felt strongly that the best support for the students was to hire another bilingual assistant. The school site council reviewed the budget to reallocate funds that were not used this school year for Goal 2. There were discussion around how the funds would be used to provide workshops for parents and purchase material that will help them work with their child at home. The funds will be used to purchase math manipulative and hand-on science material.

As a result of the stakeholder involvement and data reviews, Roosevelt Elementary has been able to complete the Decision Making Model in March 2020. Through the DMM process, it was determined that Roosevelt Elementary need to add an additional Bilingual Assist, maintain an Assistant Principal, Instructional Coach and Program Specialist. There need to be grade level interventions and parent liaison help with community outreach and parent support. The need for the additional bilingual assistant is to provide that extra support that our EL students need and assist the teacher. The staff is in need of a more efficient system intervention built within the schedule.

Resource Inequities

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

1. Most but not all of the teachers are effective and experienced in intervention strategies and small group instruction.
2. More opportunities should be created for parent involvement on campus and in classroom learning activities.
3. Roosevelt will be implementing a model for vertical collaboration.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

ELA Goal:

By June 30, 2021, decrease the distance from standard in ELA by 3 points to -87.8 below standards as measured by state test results.

By June 30, 2021, increase by one level on English Language Proficiency Assessment for California (ELPAC).

Math Goal:

By June 30, 2021, decrease the distance from standard in Math by 3 points to -117.8 below standards as measured by state test results.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD

Academic Performance

ELA: All Student met/exceed standard

2017 – 16%

2018 – 16%

2019 - 14%

SBAC 2018

All Students

ELA: -91% from standards

Target -87.8

Gap: 3%

SBAC 2019

All Students

ELA -96% from standards

Target: -94%

Gap: 2%

2018 -2019 Map

ELA – 18% students met reading standards

2019 i-Ready

ELA - 47% are at risk not meeting grade level standards

Math: All Student met/exceed standard

2017 – 9%

2018 – 12%

2019 – 8%

MAP 2018-2019

13% met math standards

SBAC 2018

Math: -121% from standards

Target -117.8%

Gap: 3 pts.

2019: -123% from standards

Target -121%

Gap: 2%

2019 i-Ready

Math: 43% students are at risk not meeting grade level standard

English Learner

2018 ELPAC

16% Level 4 or higher

2% met Math Standard

1% met ELA Standard

EL Population 38%

2019 ELPAC

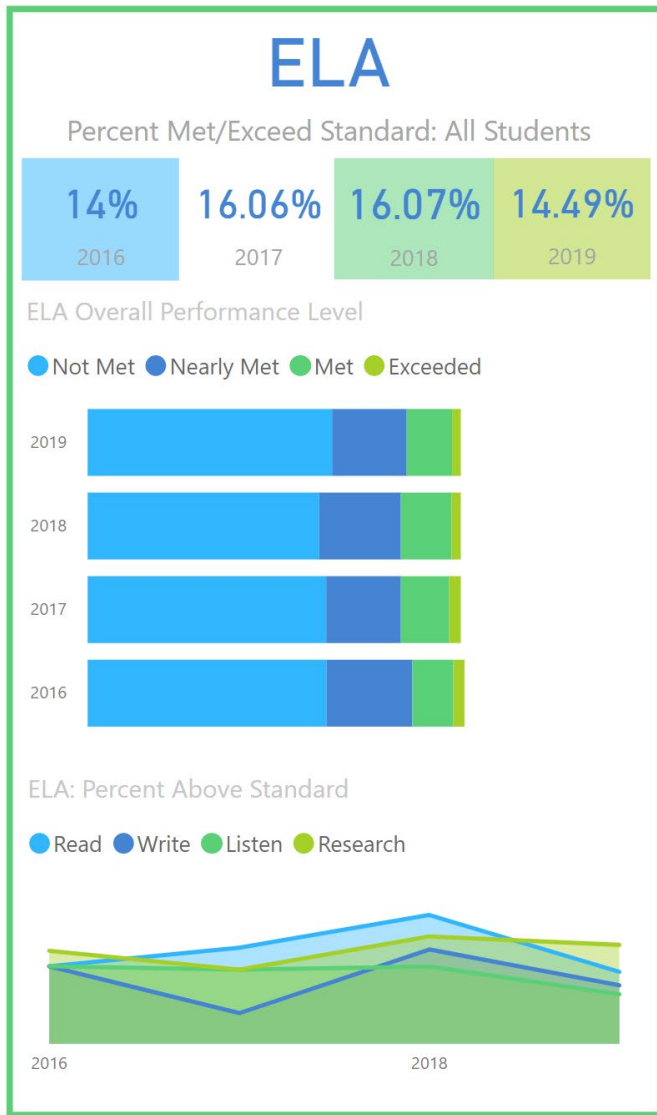
ELA -144% from standard

Math -128% from standard

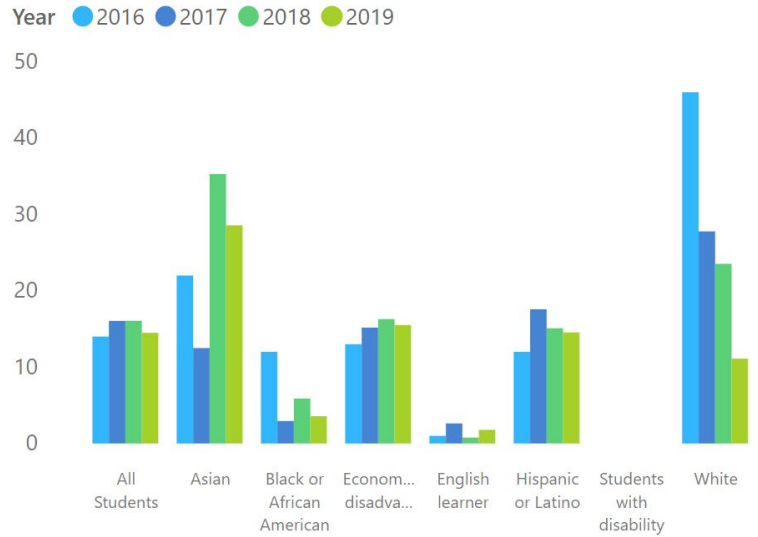
EL Population – 40%

Target 26%

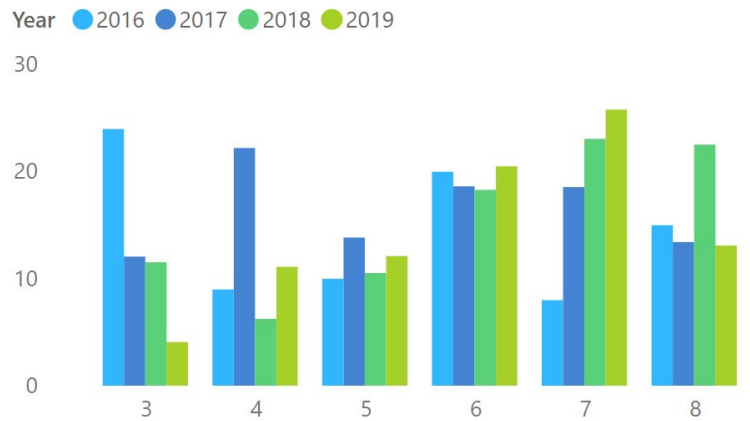
Gap: 10%



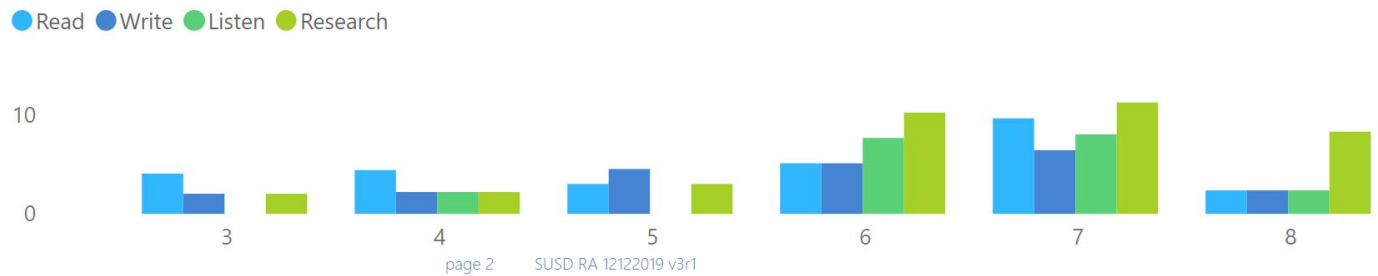
ELA CAASPP: Percent Met/Exceed Standard

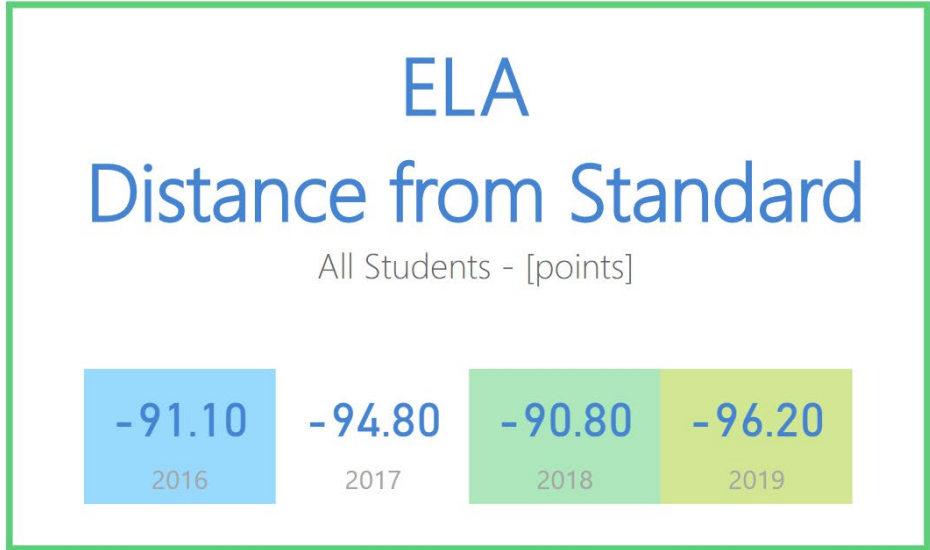


ELA CAASPP: Percent Met/Exceed Standard by Grade Level

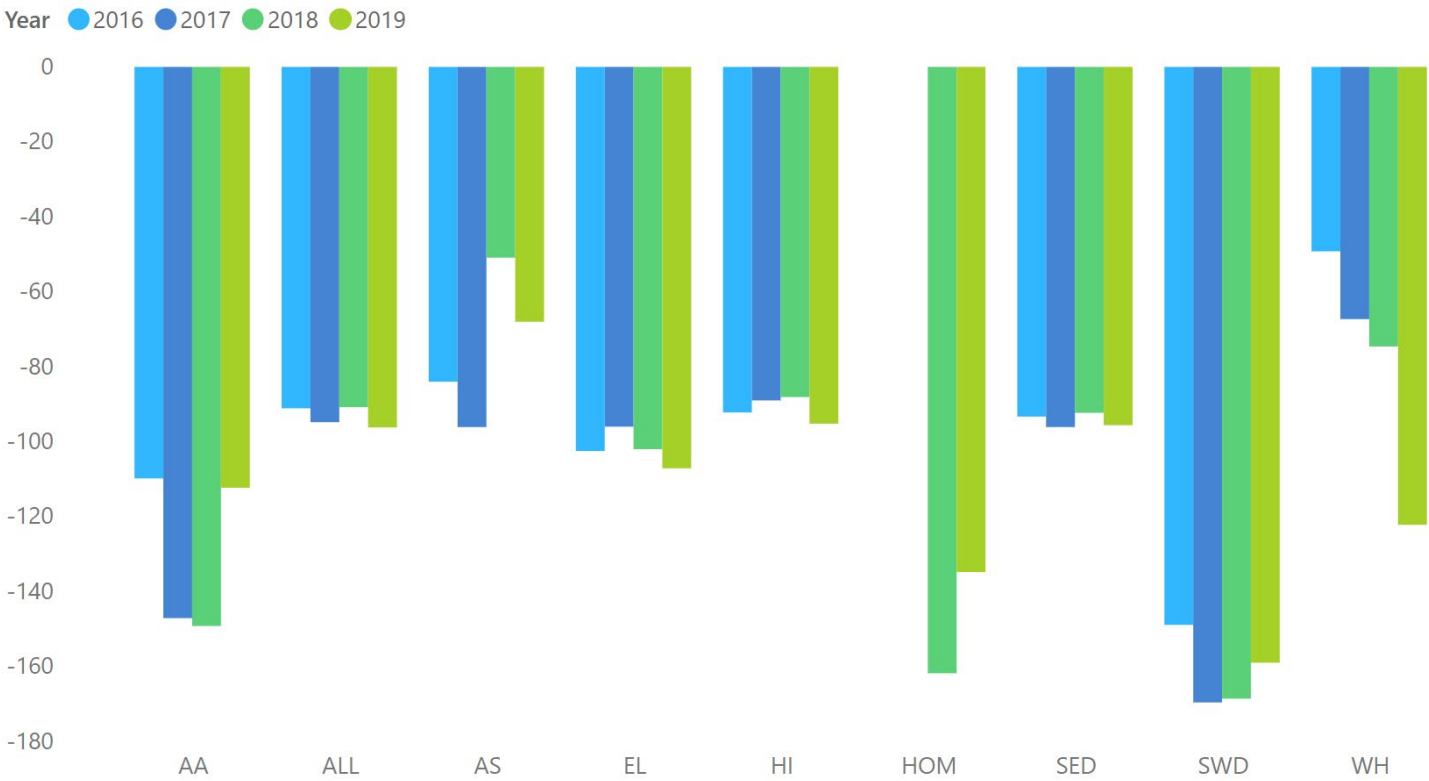


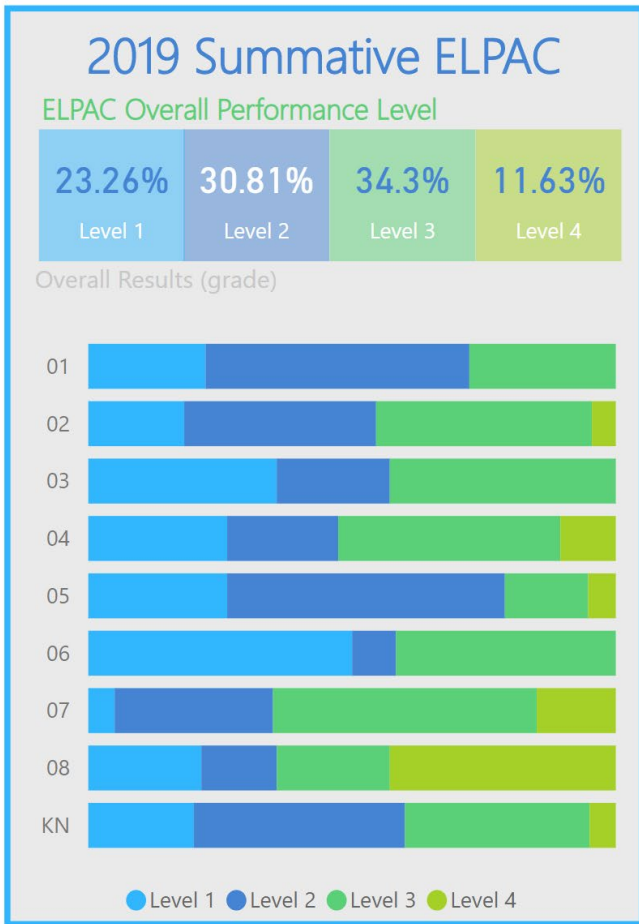
2019 Prelim ELA CAASPP: Area - Percent Above Standard



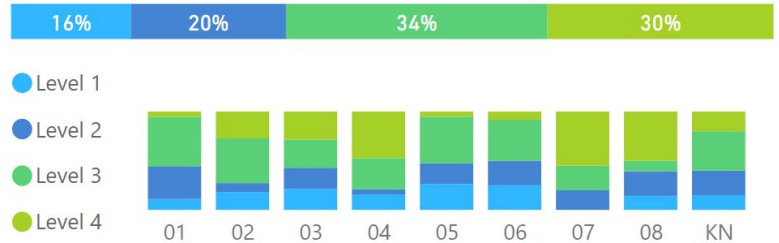


ELA Distance from Standard [points]

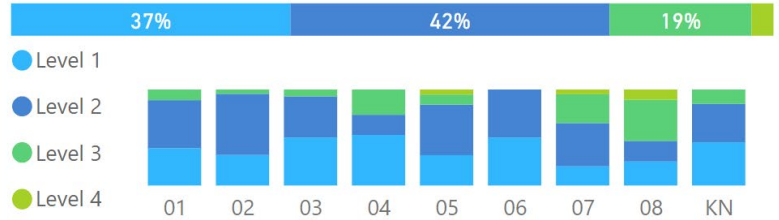




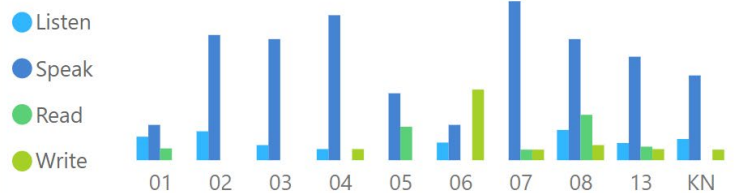
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress Reclassification Rates



English Learner Progress Indicator (ELPI)

60.9%

ELPI 2019

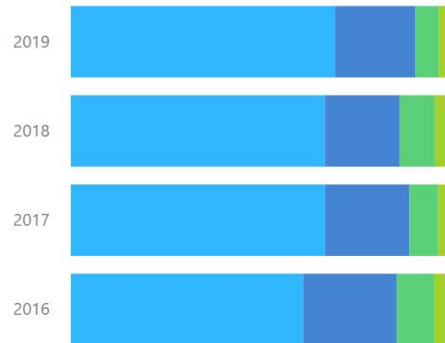
Math

Percent Met/Exceed Standard: All Students



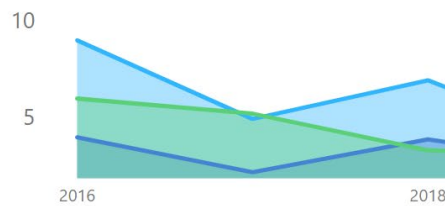
SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded



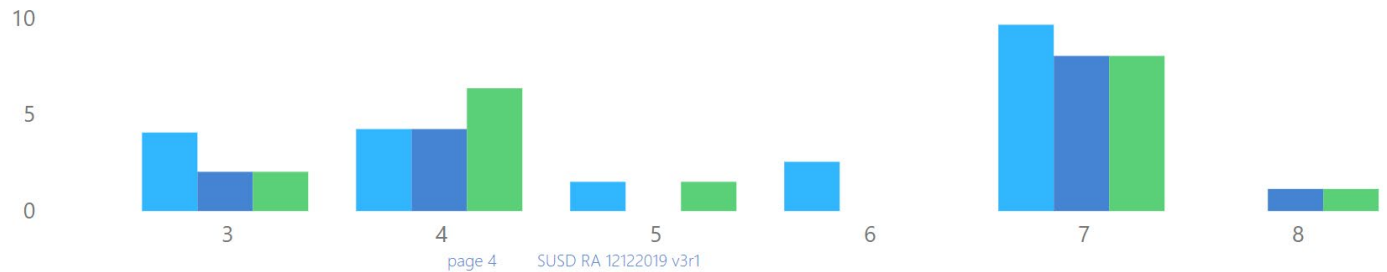
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning



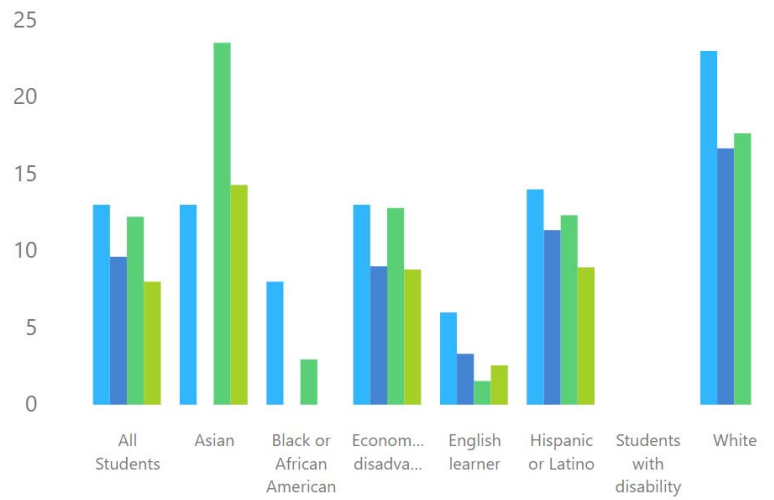
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning



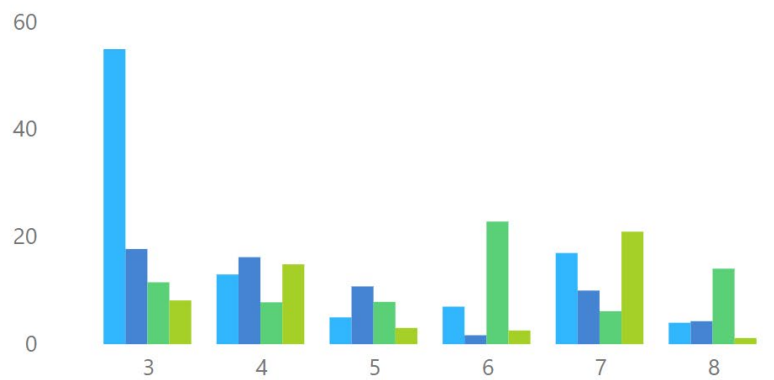
Math CAASPP: Percent Met/Exceed Standard

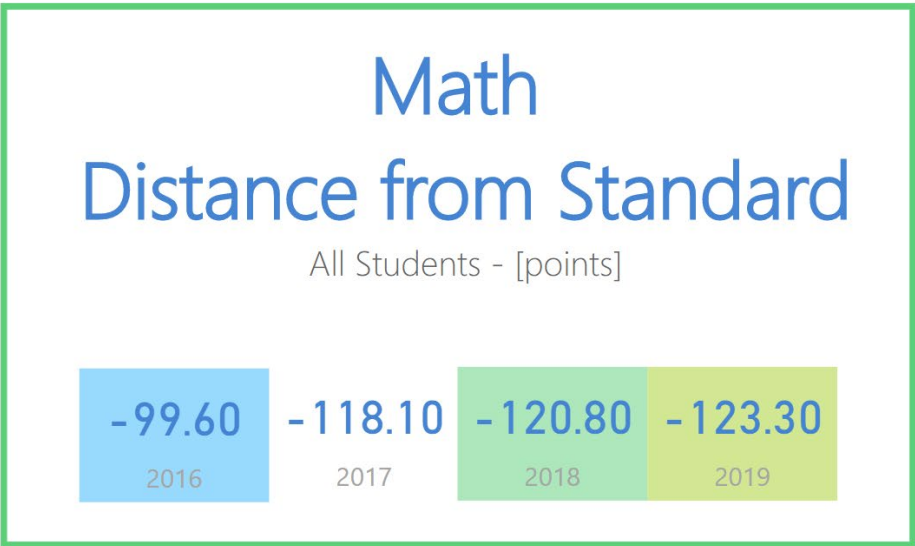
Year ● 2016 ● 2017 ● 2018 ● 2019



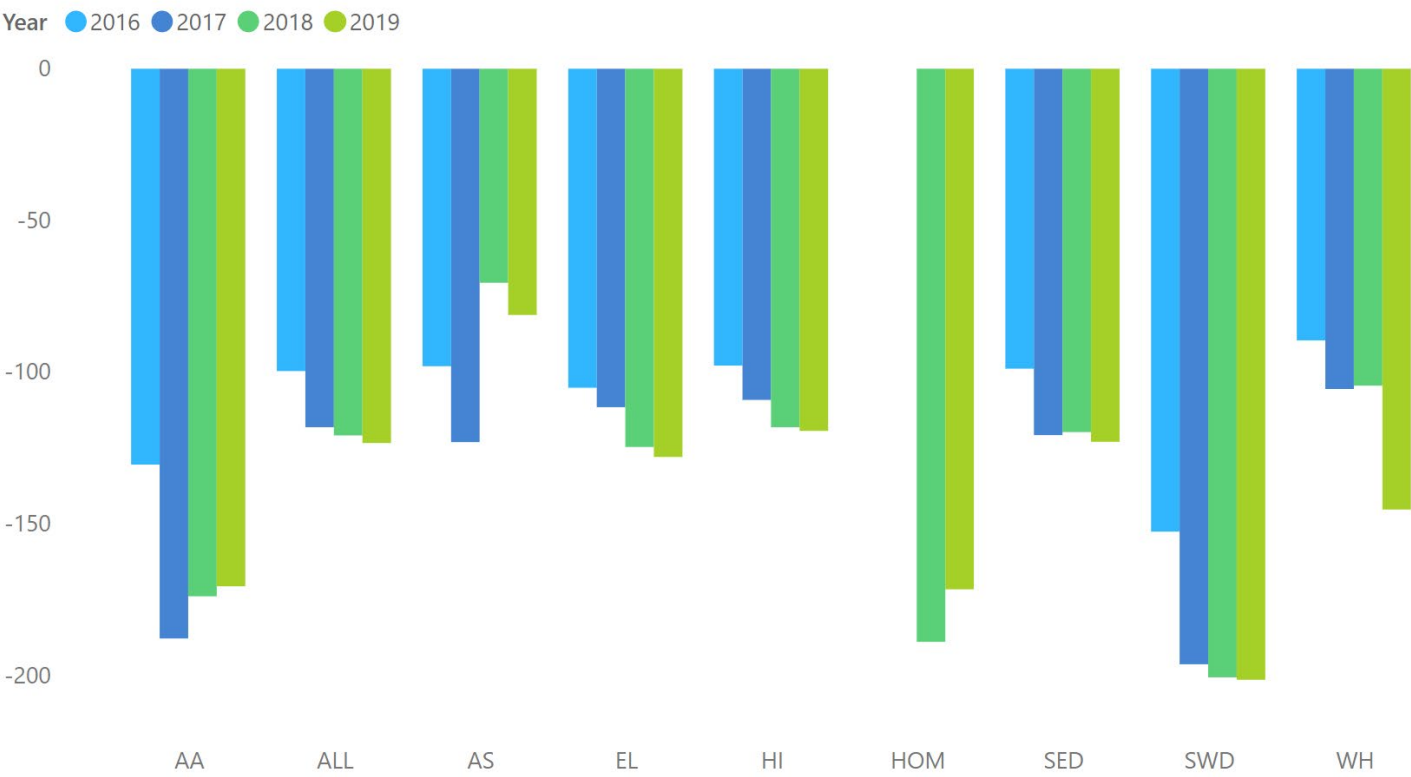
Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019





Math Distance from Standard [points]



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

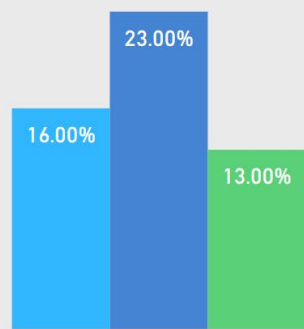
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

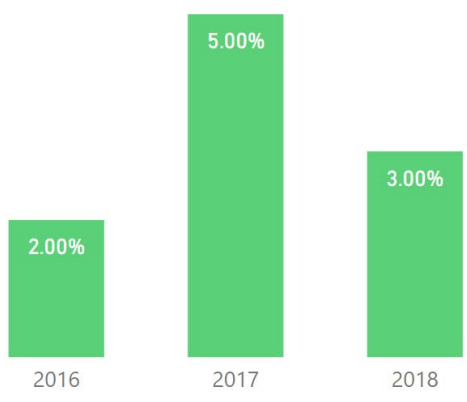
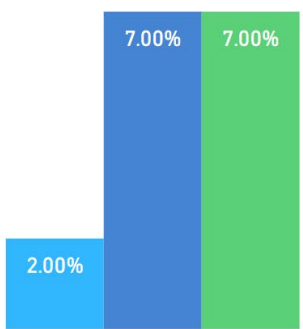
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-90.8 points below	-87.8 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-120.8 points below	-117.8 points below

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. Teacher assess student reading level three times a year using the i-Ready testing and provide targeted classroom support for reading improvement for all students.
 2. Intervention consisting daily small groups with teacher and/or collaboration with classroom teacher.
 3. Bilingual par-educators support providing pull-out, targeted English development lessons for varying levels (newcomer to long-term English Learner), in-class support.
 4. General Education and para-educator working with individuals and small groups of students to encourage access to curriculum and general support.
 5. Classroom instructional will be quality Tier 1 instruction for whole group, including Students with Disabilities, focused on English language structure and increased vocabulary
 6. Monthly Grade Level meetings to examine data and student progress along with corresponding strategies – coordinated communication to provide support for findings and concerns.
 7. Planned strategic release time to facilitate data gathering and real-time responsive instructional planning.
 8. School Counselor providing class and small group lessons to support Social/Emotional Learning strategies for self-regulation, organizational skills and time management to assist with academic achievement.
 9. Provide time and support for instructional coach to be able to work directly with teachers in the following areas: Standard based lesson design and delivery and development of common instructional practices.
 10. Provide time and support for program specialist and administrator to work directly with teachers in the following areas: Data cycle and analysis, student intervention based on data.
 11. Develop or choose quick post assessments (quick check sheets, exit tickets to check for skill mastery.
- PLC PD Calendar – Unpack higher standards, rigor, and research/evidence-based strategies-standards aligned instruction as driving force of accelerating learning for Tier 1 instruction. Create infrastructure for reflection and debrief – guaranteed viable curriculum

Additional Hourly Pay:

Teacher (Staff) Pay Calculation for Object Codes 11500

25 of teacher's X 10 hours X \$60 = \$15,000

\$15,000 – 11700 (Substitute)

Academic Conferences will be held to identify specific student needs as well as teacher support needs. Teachers will use SBAC, ELPAC, i-Ready and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time to actively participate.

Substitute Pay:

Substitute (Staff) Pay Calculation for Object Codes 11500, 11700

1. Bi-weekly/monthly meeting with coach and program specialist
2. How many teachers and grades levels have been given direct pull out support?
3. Number of demo lessons given
4. Student achievement data
5. Teacher academic conferences
6. Number CARE team referrals
7. Number of SST meetings held

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$15,000	11700	Teacher Substitute
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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

MTSS Model will be utilized with research-based curriculum & effective instruction:

Tier 1 – Effective Classroom instruction for all students (Classroom Teacher)

Tier 2 – Small Targeted Instruction Groups in ELA/Math (Classroom Teacher)

Tier 3 – Small Group Instruction (Teacher, Program Specialist and/or Bilingual Assistant) in ELA/Math

Additional Hourly Pay:

Teacher (Staff) Pay Calculation for Object Codes 11500, 11700

25 of teacher's X 10 hours X \$60 = \$15.000

The bilingual assistant and teacher will conduct small group instruction for students who need strategic support in the area of ELA/Math.

Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to supplement core instructions, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM, ELA, and MATH), data analysis, etc.

When the name of events is not known or still deciding between a couples, using the following:

ELA Workshops – June 2021 – administrator, program specialist, instructional coach, and 1 teacher from each life level.

Math Workshops – June 2021– administrator, program specialist, instructional coach, and 1 teacher from each life level.

PLC – administrator, program specialist, instructional coach, and 1 teacher from each life level.

AVID – administrator, program specialist, instructional coach, and 1 teacher from each life level.

of teachers

of hours

#Post PD Surveys

#Post PD share debrief in staff meetings.

of conferences/trainings attended

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$15,000	11500	Teacher – Add Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$8,291	52150	Conference

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

ELD support staff will work with the teacher to provide small group designated ELD time for extra support to support early literacy with focus on reading using ELD curriculum and other resources material. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students.

Instructional Materials/Supplies - \$2,220: Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, white boards, printer toner, chart paper, tape, sentence strips, compositions books, flashcards, construction papers, etc.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,220	43110	Instructional Materials (50650)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$28,125.00	21101	0.4375 Bilingual Assistant (salary & benefits)

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

The Program Specialist works with the teachers to make sure that they are using ELA/ELD and Math instruction based on student data and performance. The Program Specialist helps teachers collect data and models how to disaggregate and analyze data to inform instruction.

The Program Specialist will target and provide direct instruction for a small group of students using a research based reading/math program on a daily basis. The Program Specialist meets individually with teachers to provide assistance and collaborates with Principal to design professional development opportunities based on classroom observations and conferences.

The Program Specialist monitors the English Learner programs and ensures ELD compliance. The Program Specialist also serves as the school site testing coordinator.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$76,398	19101	.5 FTE Program Specialist (Salary & benefits)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$76,398	19101	.5 FTE Program Specialist (Salary & benefits)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

Interact with their peers who will attend their Kindergarten class promoting social skills, establish a connection between the kindergarten teacher and preschooler.

Practice Kindergarten rituals such as eating in the cafeteria, attending assemblies.

Attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

2018-2019 Goal1 Annual Review:

- 1.1 Coach scheduled meetings with teachers individual and grade level for curriculum support to develop lessons and co-teaching plans.
- 1.2 Coach and Program Specialist held data cycle meetings with teachers to review data from MAP testing to plan lesson.
- 1.3 Teachers attended ELD, AVID, and PLTW training over the summer. Supplemental materials were provided to teachers to support instruction.

2019-2020 Goal 1 Annual Review:

- 1.1 Teachers used supplemental Benchmark Advance (English) for English Language Arts, which includes Designated English Language Development.
- 1.1 Newly ELA and Math adopted curriculum was implemented.
- 1.2 i-Ready assessment was given to all grades.
- 1.3 Site consultant, administrators, and coaches observed classrooms.
- 1.4 Scheduled time with allotted to teachers to meet with consultant, administrator, and coaches to review how the newly curriculum was being implemented.
- 1.5 Coaches and consultant co-teach lessons with the teachers.

Effectiveness

2018-2019 Goal 1

- 1.1 The data cycle meeting held by coach and program specialist, provided support to the teachers to help implement intervention groups. There is a need to continue to support teachers in this area. SBAC scores showed a decline in students' performance in ELA and Math.
- 1.2 All material purchased was used for instructional purposes.

2019-2020 Goal 1

- 1,1 i-Ready assessment was very helpful to the teachers.
- 1.2 Students were placed in groups according to their test scores.
- 1.3 Coaches worked with teachers to assist them with their intervention groups.

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

Material Changes

- 1.1 For the past two years, there has been new teachers in the middle school
- 1.2 Increase in new teaches required more instructional coaching.
- 1.3 I-Ready assessment and Benchmark were a site focus. Teachers continued to use it with their intervention to assess students' growth.
- 1.4 New teachers were brought on board for the school year, which requires extra PD and training. PLTW and AVID has been a new focus for the school.

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.

Future Changes

- 1.1 Coaches will remain part of the School Plan to improve instruction delivery and increase student achievement by providing time to work directly with teachers.
- 1.2 PD will need to be more strategic based on grade level data. Provide time for teacher led PD.
- 1.3 Broken technology will continue to need replacement and repair.
- 1.4 Three conferences will be held with instructional coaches, program specialist and administrator(s).

Goal 2 – School Climate

School Goal for Suspension: By June 2021, suspensions for all students will decrease from 15% to 10% as measured by 2019 California Data Dashboard.

Absentee Smart Goal: By June 2021, chronic absentee rate for all students will decrease from 29% to 20% as measured by 2019 California Data Dashboard.

Identified Need

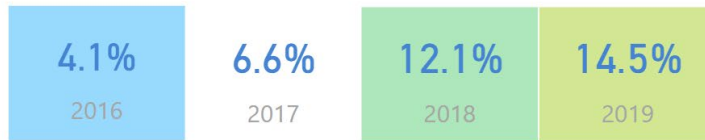
According to the California Dashboard:

Attendance/Chronic Truancy increased each year– 2017- 21%; 2018- 22.8%; 2019- 28.6%

Suspensions data showed an increase each year: 2017- 6.6%; 2018 – 12.1%; 2019 – 14.5%

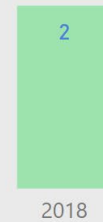
Suspension Rate

All Students
percent of unduplicated suspension



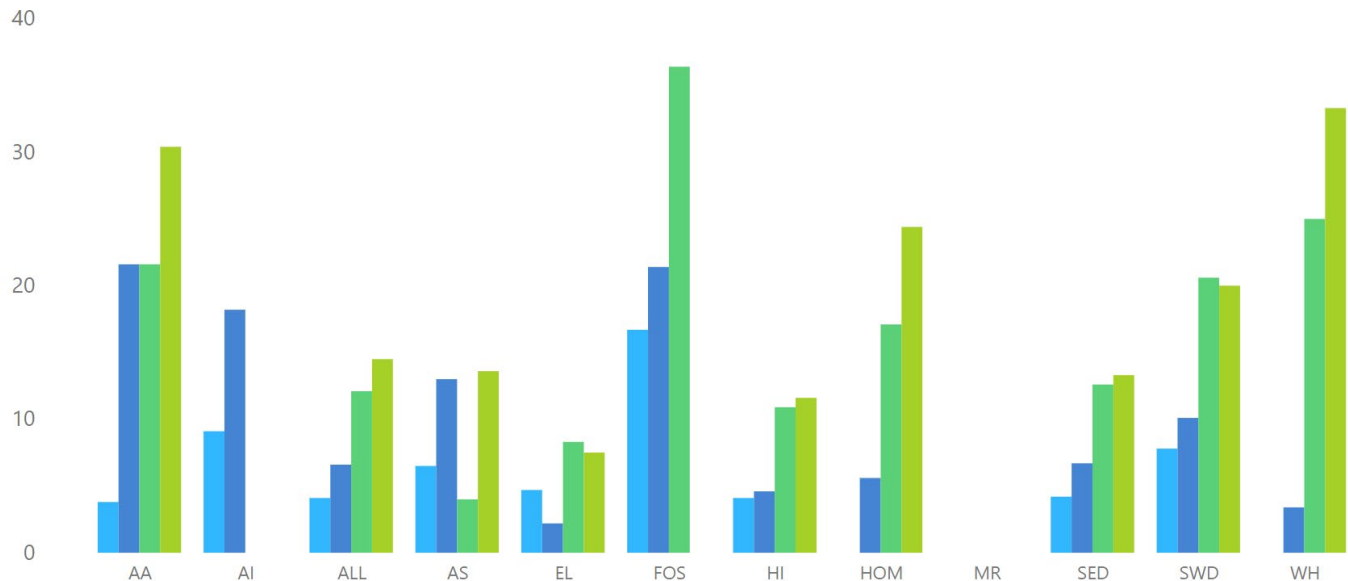
Expulsion

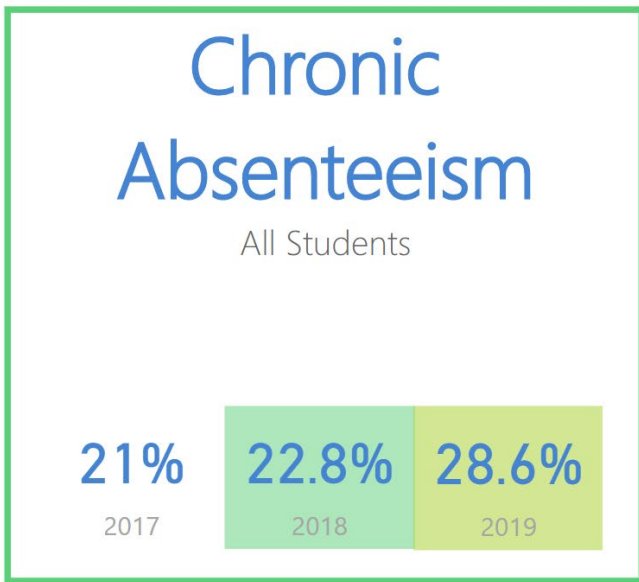
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



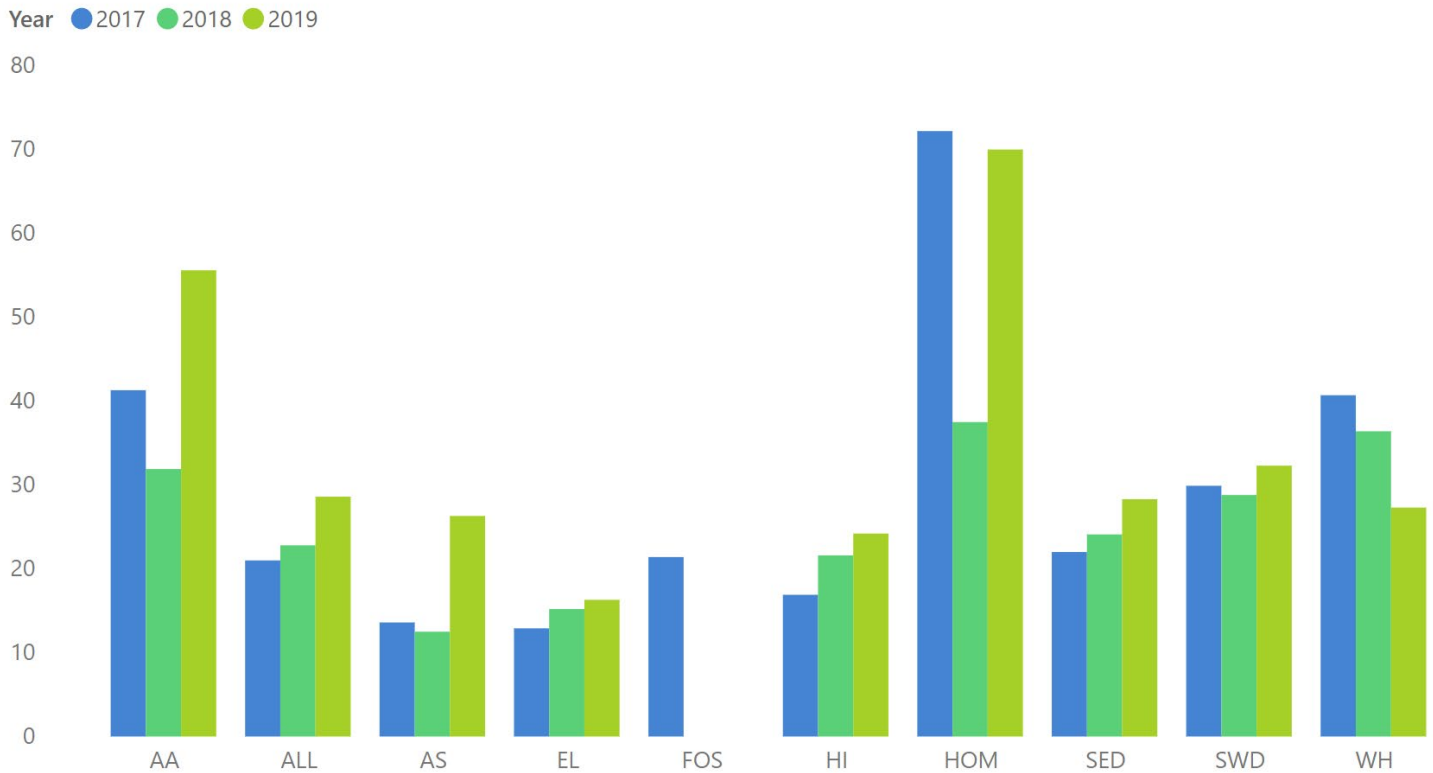
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	15%	10%
Chronic Absenteeism (All Students)	29%	20%

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

Provide students with social and emotional support that positively impact student learning by coordinating programs such as PBIS, PLUS, school wide assemblies, structured lunch and recess sports activities (YMCA), and counselor led classroom presentation.

Check-in with students

Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess.

Consultant to support structured activities at lunch/recess - \$18,274 non-instructional. (Allocating \$14,546)

Develop and implement a clear and consistent expectations of school rules.

Provide training to all staff members (PBIS)

Intervention room was implemented for students to make-up work when absent.

School wide assemblies

PBIS progress

#of students attending school

#of students attending on time

#of discipline referrals

#of students suspended

#of student referrals

#of intervention groups held

#of CARE team meetings

Types of intervention offered

#PLUS Meetings

of teacher professional developments held

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$14,546	58321	Consultant – Non-Instructional

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

2018-2019 Goal 2 Review

AP implemented PBIS. PLUS activities on campus addressed engagement.

Effectiveness: PBIS was used throughout the campus and PLUS was started.

2019-20 Goal Review

Administrator and counselor implemented PBIS and PLUS activities on campus to address student attendance, behavior, engagement, and social emotional issues.

Child Welfare Attendance (CWA) worked with the counselors to improve student attendance.

Effectiveness

The intervention program increases our attendance and suspension rate.

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

Material Changes

More incentives for students

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.

Future Changes

We will continue to support our PBIS and PLUS activities.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: By June 2021, student chronic absentee will decrease from 29% as measured by California Data Dashboard.

Identified Need

Meaningful Partnerships:

Chronic Absentee: 29%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	29%	20%

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

Counselor will implement research based social emotional curriculum (Second Step) to help students learn social and emotional skills and receive additional support to increase their attendance at school and decrease their instances of behavior that earns them a referral

Parent liaison will increase outreach to parents to identify barriers and support to increase student attendance. Parent meetings will be held to provide strategies to families on effective ways to increase student attendance.

Parent Meeting: Light snacks and refreshments, parent training materials such as chart paper, markers, pencils, and papers to support parents engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hours and training sessions to provide visuals and hands-on- activities for our parents.

of meetings/events coordinated

of parents attending

of students served

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,165	43400	Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

2018-19 Goal 3 Review: Parent Liaison held coffee hour every Tuesday morning and scheduled workshops and classes for parents. Parent Liaison was to help sign up volunteers.

Effectiveness

There was not an increase in parent volunteers at the site.

2019-20 Goal 3 Review: Parent Liaison held coffee hour biweekly on Tuesday morning and scheduled workshops for parents. There were almost to no volunteers at the site. Parent Liaison did reach out to some parents.

Effectiveness:

There was 1-2 parent volunteer at the site. The coffee hour consisted of the same parents.

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

Material Changes

More outreach to all parents

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.

Future Changes

Effort will continue each year, with focus on increasing parent volunteers.

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	\$110,783
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$238,143

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 (\$)
Title I	\$110,783

Subtotal of additional federal funds included for this school: \$110,783

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 (\$)
LCFF	\$127,360

Subtotal of state or local funds included for this school: \$127,360

Total of federal, state, and/or local funds for this school: \$238,143

Budget Spreadsheet Overview – Title I

ROOSEVELT

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$	108,618
TOTAL BUDGET DISTRIBUTED BELOW	\$	108,618
TO BE BUDGETED (Should be \$0.)		0

50647	TOTAL ALLOCATION	\$	2,165
	TOTAL BUDGET DISTRIBUTED BELOW	\$	2,165
	TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 15,000					\$ 15,000
11700	Teacher Substitute		\$ 15,000					\$ 15,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.5000	\$ 76,398					\$ 76,398
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ 106,398	\$ -	\$ -	\$ -	\$ -	\$ 106,398
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials			\$ 2,220				\$ 2,220
43200	Non-Instructional Materials						\$ 965	\$ 965
43400	Parent Meeting						\$ 1,200	\$ 1,200
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ -	\$ 2,220	\$ -	\$ -	\$ 2,165	\$ 4,385
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	GRAND TOTAL		\$ 106,398	\$ 2,220	\$ -	\$ -	\$ 2,165	

Budget Spreadsheet Overview – LCFF

ROOSEVELT

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 127,360
TOTAL BUDGET DISTRIBUTED BELOW	\$ 127,360
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.4375		\$ 28,125			\$ 28,125
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 76,398	\$ 28,125	\$ -	\$ -	\$ 104,523
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ -	\$ -	\$ -	\$ -	\$ -
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 8,291				\$ 8,291
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional			\$ 14,546			\$ 14,546
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 8,291	\$ 14,546	\$ -	\$ -	\$ 22,837
GRAND TOTAL			\$ 84,689	\$ 42,671	\$ -	\$ -	\$ 127,360