



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 1 (Corrected) – 09/22/2020

Version 2 – 03/09/2021

Version 3 – 07/27/2021

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 2 – Ver 3 – 04/29/2021	Ver 1 – 06/04/2020 Ver 2 – 02/18/2021 Ver 3 – 05/19/2021	Ver 1 – 07/28/2020 Correction – 09/22/2020 Ver 2 – 03/09/2021 Ver 3 – 07/27/2021

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

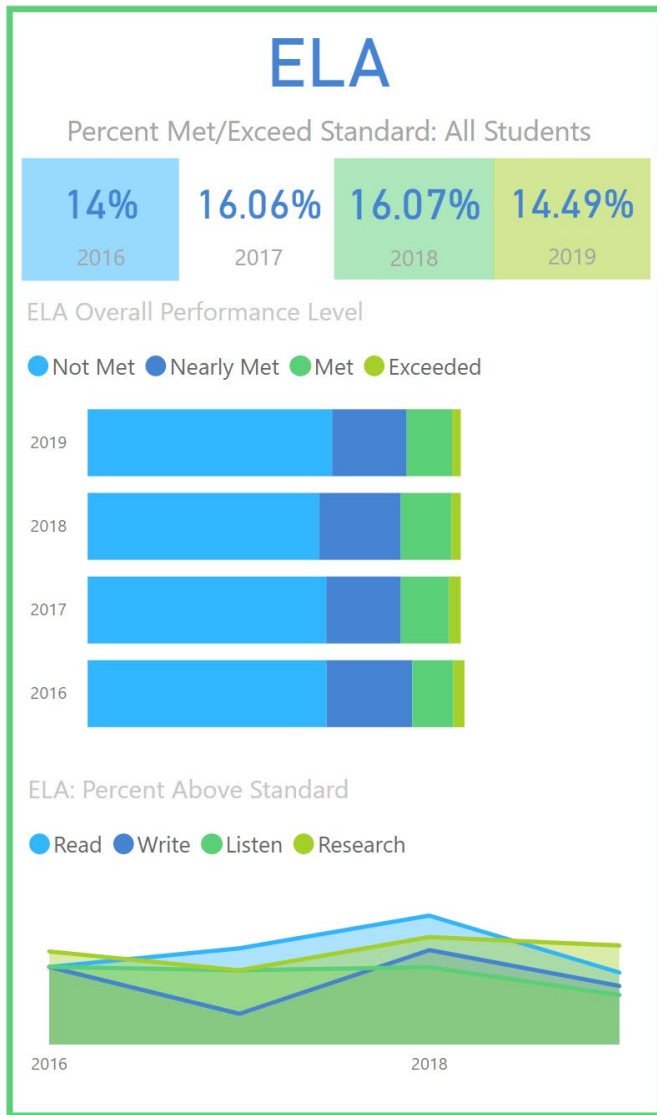
ELA -144% from standard

Math -128% from standard

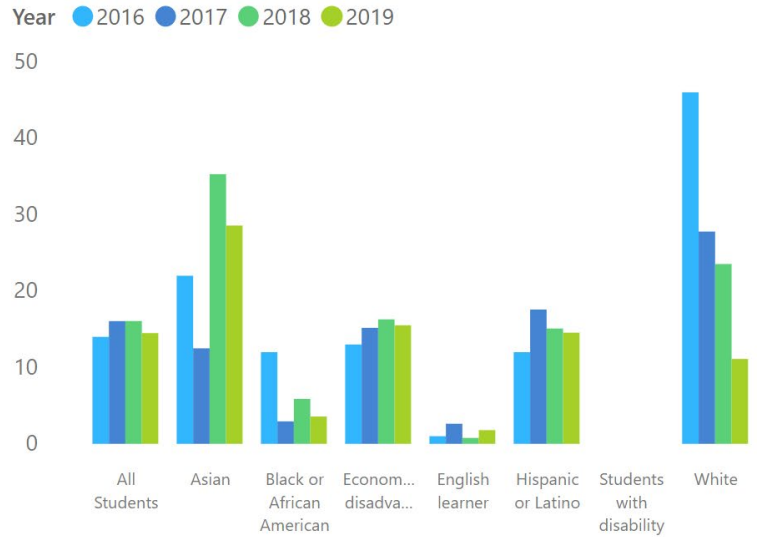
EL Population – 40%

Target 26%

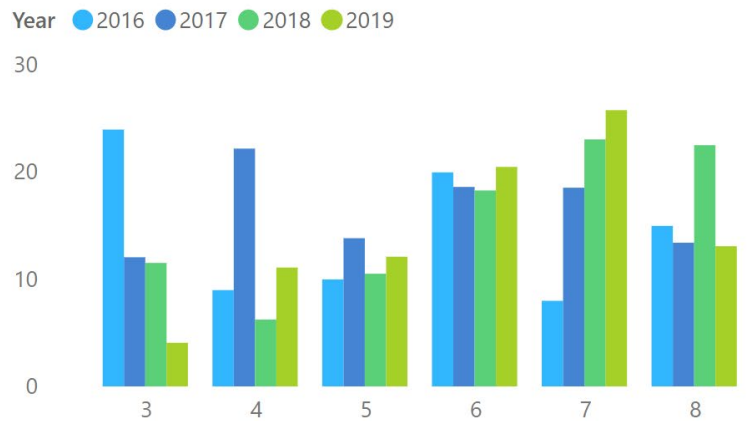
Gap: 10%



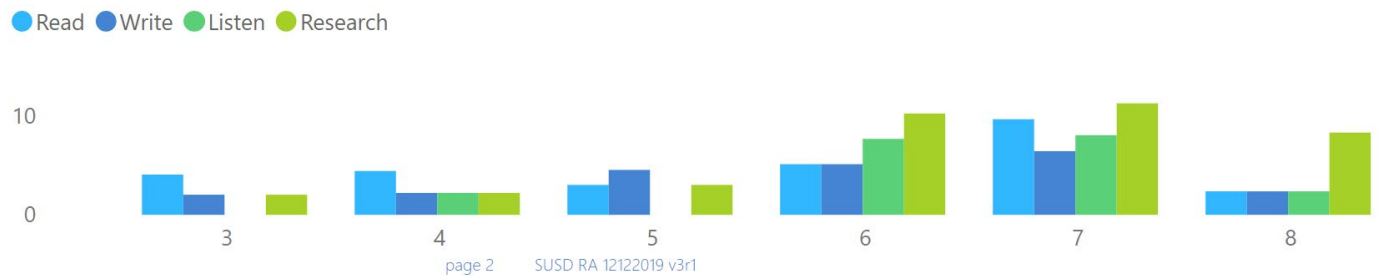
ELA CAASPP: Percent Met/Exceed Standard

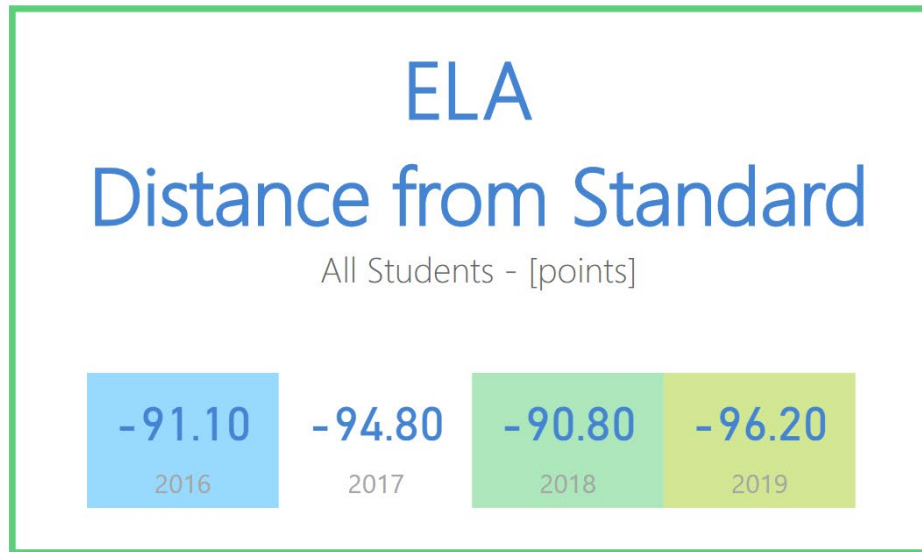


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



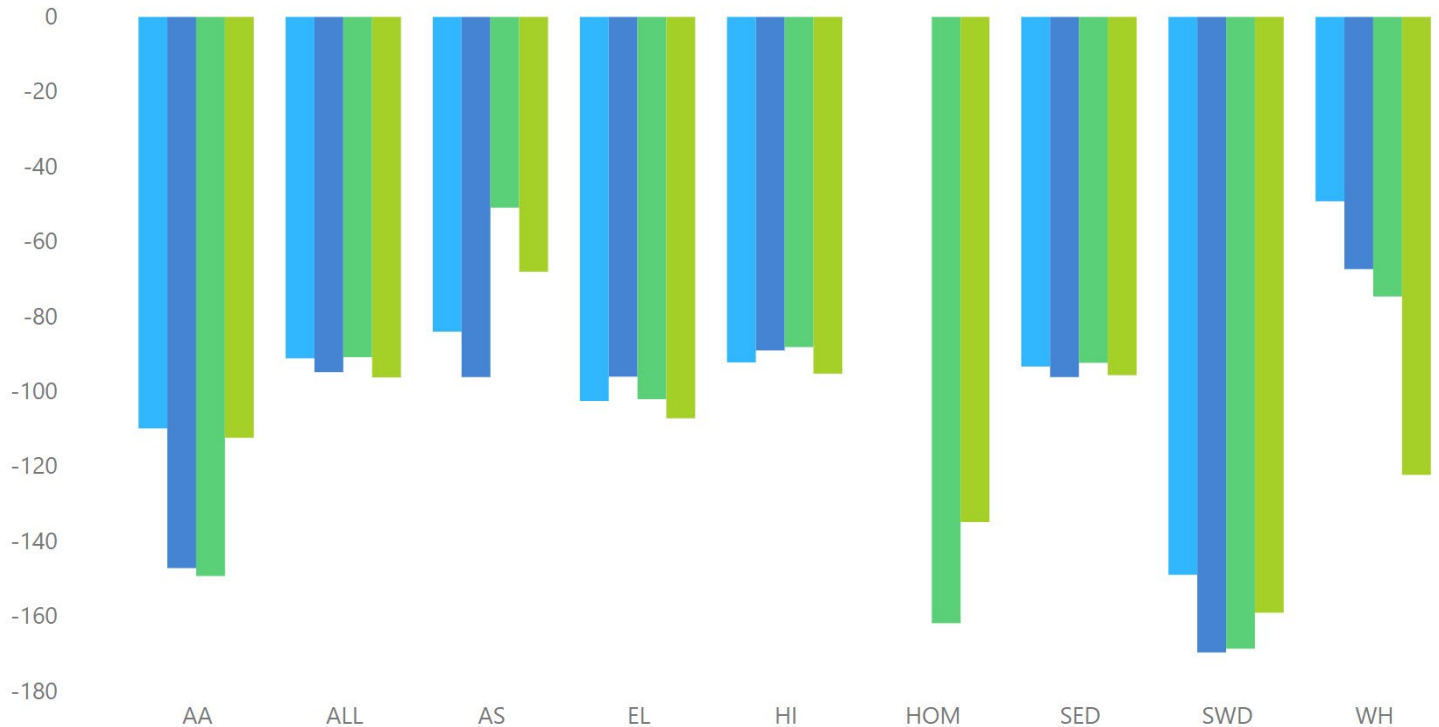
2019 Prelim ELA CAASPP: Area - Percent Above Standard

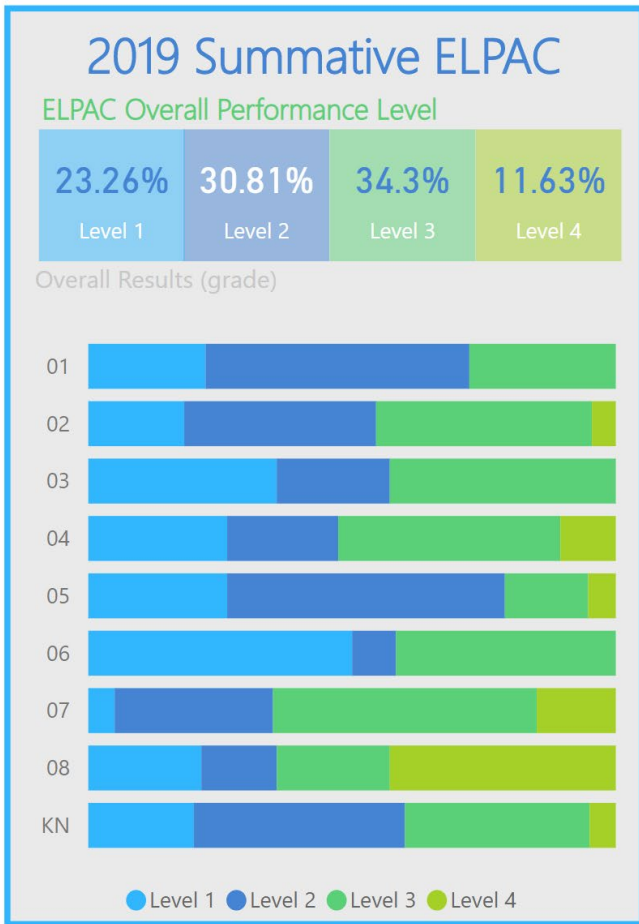




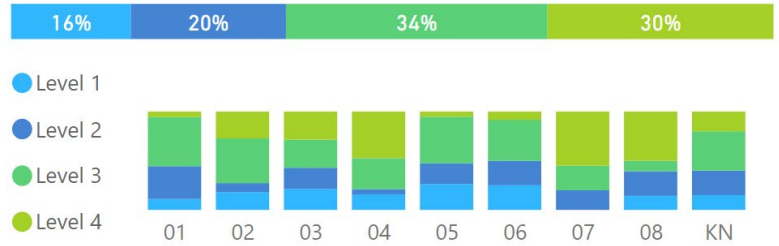
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

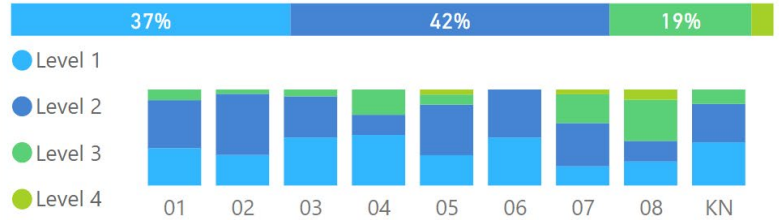




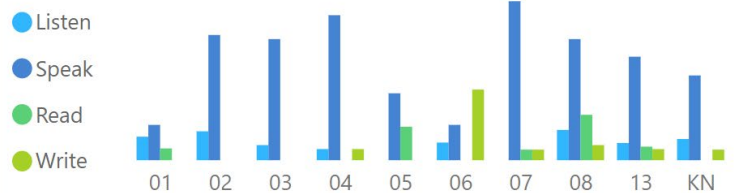
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress Reclassification Rates



English Learner Progress Indicator (ELPI)

60.9%

ELPI 2019

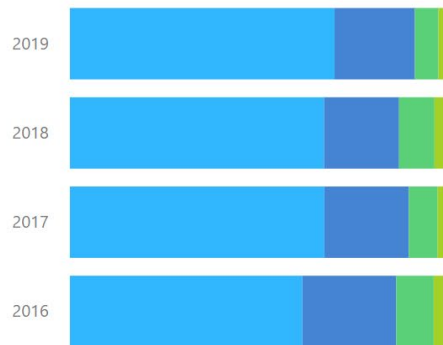
Math

Percent Met/Exceed Standard: All Students



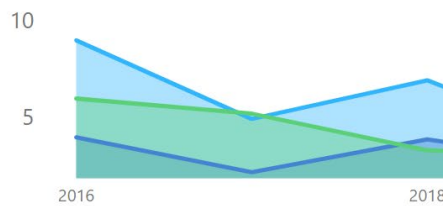
SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded



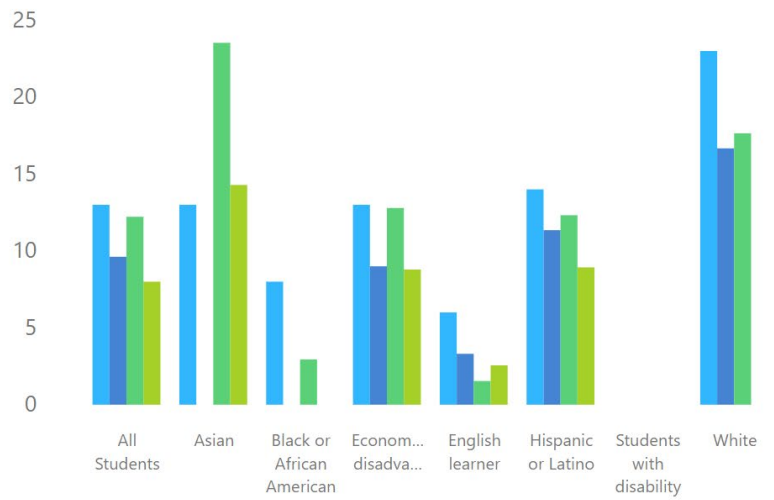
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning



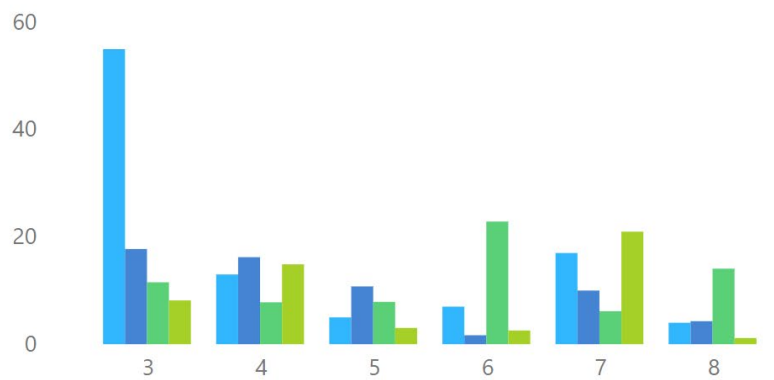
Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



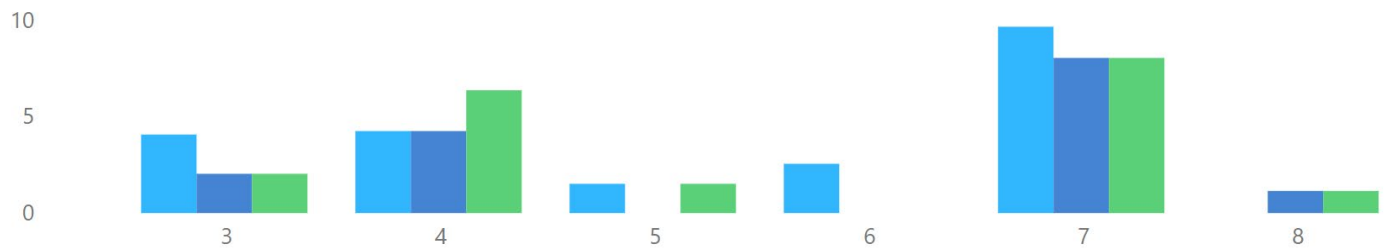
Math CAASPP: Percent Met/Exceed Standard by Grade Level

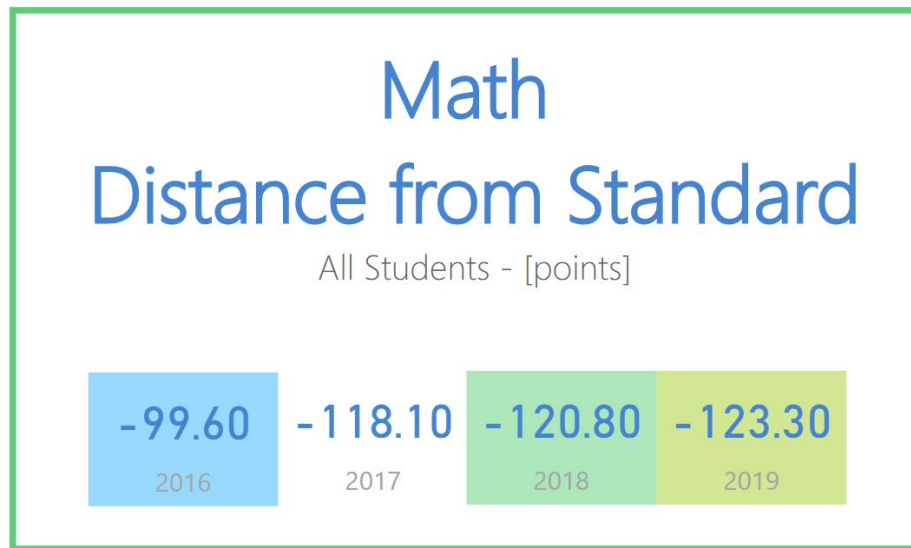
Year ● 2016 ● 2017 ● 2018 ● 2019



2019 Math CAASPP: Percent Above Standard

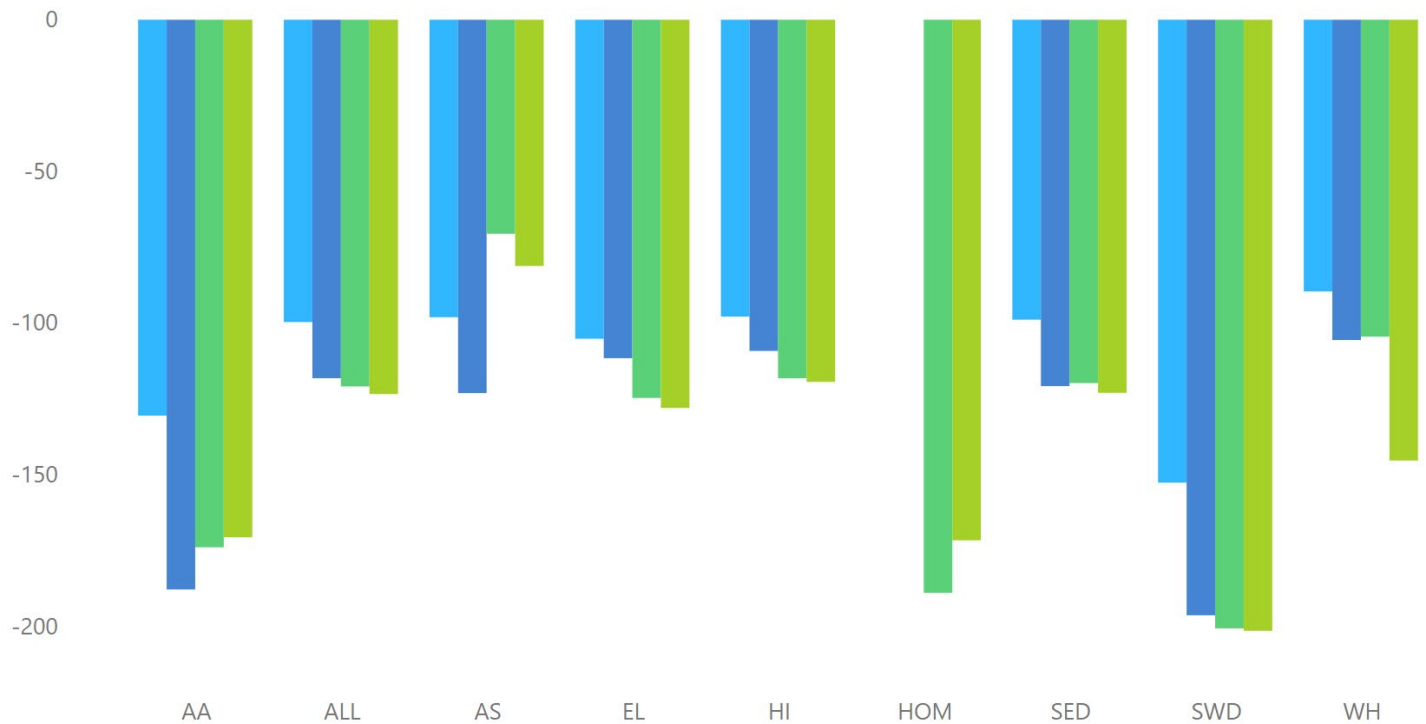
● Concepts ● Problem ● Reasoning





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

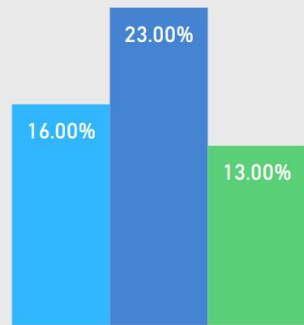
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

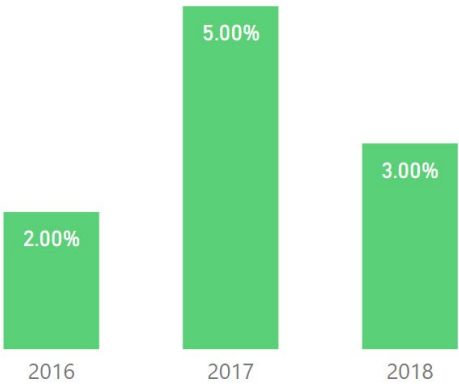
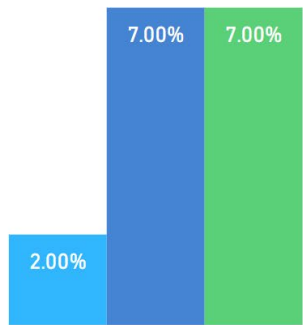
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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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

\$ 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.

Conference - \$17,554 – Title I, \$5,263 - LCFF

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
\$17,554	52150	Conferences

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,263	52150	Conferences

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.

Bilingual Assistant - \$28,125

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.

Duplicating - \$2,600

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)
\$2,600	57150	Duplicating

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$28,125	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.

Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material included: books/novels paper, pencils white board markers, printer toner, chart paper, tape, sentence strips, phonic flash cards, technology (computers, composition books, easels, computer carts, doc cameras, remedial writing resources, color ink, and rulers.

Instructional Materials/Supplies - \$29,200

Non-Capital Equipment - \$10,000

Maintenance Agreement – Teachers will use various equipment such as laminator, copier, and poster make. Maintenance agreement ensures the equipment is available and usable when need. \$2,044

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
\$29,200	43110	Instructional Materials/Supplies
\$10,000	44000	Equipment
\$2,044	56590	Maintenance Agreements

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

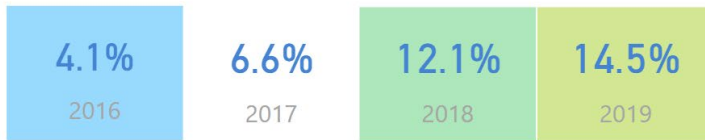
According to the California Dashboard:

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



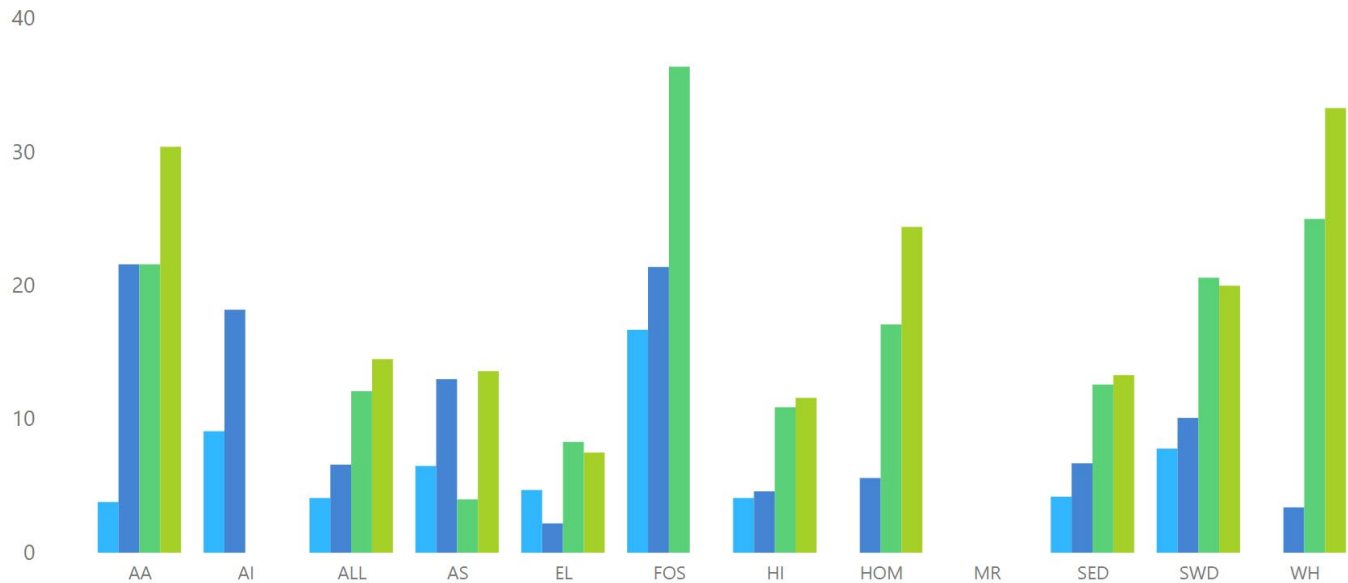
Expulsion

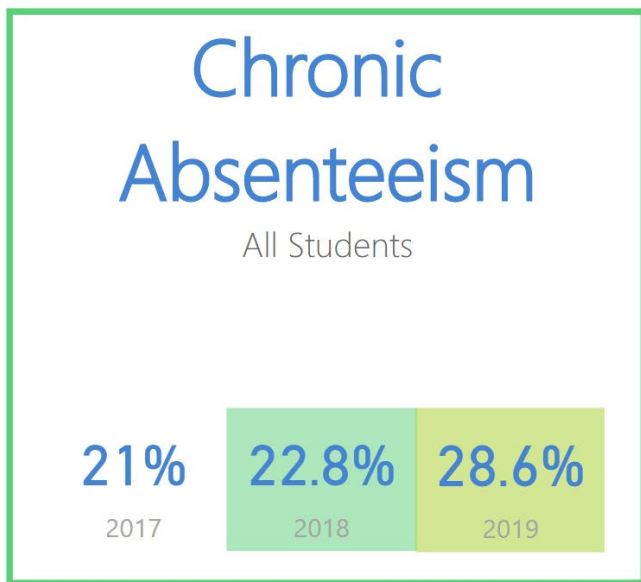
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



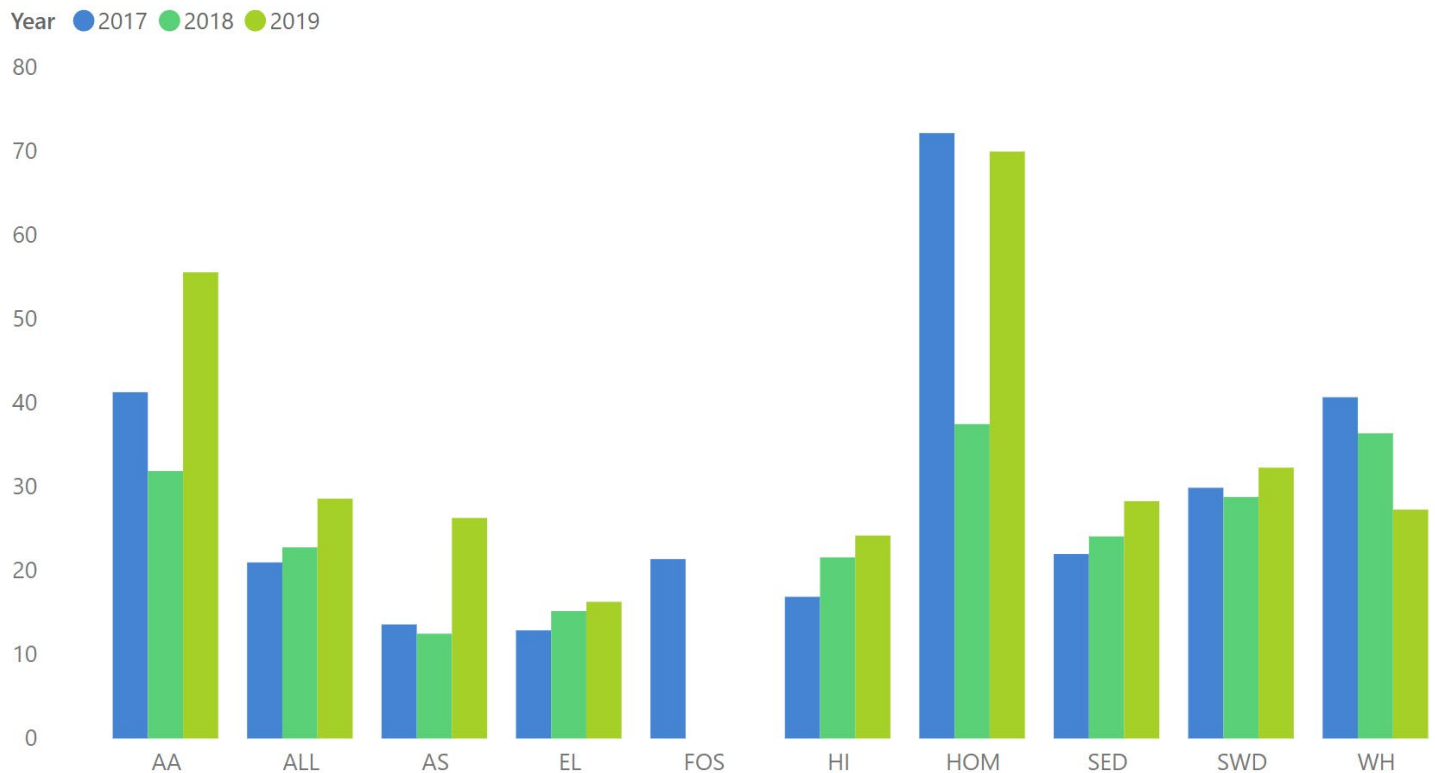
Suspension Rate: Student Group

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 - \$17,574 non-instructional.

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

Restorative Practice conferences/training - \$15,000

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
\$15,000	52150	Conference

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$17,574	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. \$1,600

Duplicating - \$565

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
\$1,600	43400	Parent Meeting
\$565	57150	Duplicating

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							\$ -
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			\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ 30,000
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 29,200	\$ 2,220				\$ 31,420
43200	Non-Instructional Materials						\$ 565	\$ 565
43400	Parent Meeting						\$ 1,600	\$ 1,600
44000	Equipment		\$ 10,000					\$ 10,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 39,200	\$ 2,220	\$ -	\$ -	\$ 2,165	\$ 43,585
Services								
57150	Duplicating		\$ 2,600					\$ 2,600
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 2,044					\$ 2,044
56530	Equipment Repair							\$ -
52150	Conference		\$ 17,554			\$ 15,000		\$ 32,554
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 22,198	\$ -	\$ -	\$ 15,000	\$ -	\$ 37,198
GRAND TOTAL			\$ 91,398	\$ 2,220	\$ -	\$ 15,000	\$ 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	STUDENT ACHIEVEMENT	LEARNING ENVIRONMENT	MEANINGFUL PARTNERSHIPS	
			LOW INCOME	ENGLISH LEARNERS	NEW COST CENTER	NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
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	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		\$ 5,263				\$ 5,263
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional			\$ 17,574			\$ 17,574
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 5,263	\$ 17,574	\$ -	\$ -	\$ 22,837
GRAND TOTAL			\$ 81,661	\$ 45,699	\$ -	\$ -	\$ 127,360

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Roosevelt’s School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

DATE	AMOUNT	FROM	TO	BUDGET
8/6/2020	\$ 23.00	SUPPLIES	CONFERENCE REIMB.	TITLE 1
10/28/2020	<u>\$ 565.00</u>	CONFERENCE	WEBINAR REIMB.	TITLE 1
	\$ 588.00			

Furthermore, Roosevelt’s Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 2:

Title I –

\$16,966 – 52150 – Conferences: Due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences are unable to be attended.

LCFF –

\$5,263 – 52150 – Conferences: Due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conferences are unable to be attended.

SPSA: Goal 1, Strategy 3:

Title I –

\$2,000 – 57150 – Duplicating: Due to COVID-19 restrictions pertaining to distancing.

SPSA: Goal 1, Strategy 4: Enhance strategy to include the AVID initiative. Roosevelt implements AVID school-wide strategies to all students. Students in grades 6th-8th have the opportunity to select AVID as an elective course. Students in grades K-5 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. Roosevelt has an AVID Leadership team working on school-wide strategies, such as focused notetaking, marking the text, and levels of

inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for notetaking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Roosevelt also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Roosevelt AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program. Roosevelt has a team of teacher attending the AVID Institute trainings (virtually and in-person). The goal is for all Roosevelt teachers to attend AVID Institute training for full implementation of the program/strategies.

Roosevelt implements AVID school-wide. We have annual AVID goals which include a school-wide organization goal that requires purchasing materials.

Title I –

\$429 – 43200 – Non-Instructional Materials/Supplies: Reallocating to cover purchases submitted that required a correction to the object code.

\$18,537 – 43110 – Instructional Materials/Supplies: Reallocating to purchase instructional materials/supplies to provide students with resources to increase student achievement and enhance visual learning and blended learning opportunities. Materials needed to meet this goal: iPad to support younger students' activities – primary students are more familiar and better able to navigate using online intervention programs and curriculum (2 @ 24 students X \$24,000), iPad cases (\$2,000), mouse for all student Chromebooks to enhanced student navigation (\$2,327), c-line classroom school-to-home folders to assist in AVID organization skills, educational games (supporting reading/comprehension, mathematics – foundational skills), learning chart stand for primary grades to enhance print rich posters, timers are used to support student transitioning to increased instructional opportu

nities (LCFF only), keyboards to support students who are needing alternative computing supports, math charts, manipulatives, graph mats, highlighters to supporting annotation and note-taking, reading and math resources supporting reading and writing activities and supplemental kits – replenish materials, Step Up to Writing Program materials and supplies, Data from assessments will be used analyzed in grade level collaboration, leadership meetings, and some staff meeting. Data will be reviewed monthly. This will be shared during parent meetings, classroom printers (\$300 X 17 = \$5,100). Data from assessments will be used analyzed in grade level collaboration, leadership meetings, and some staff meeting. Data will be reviewed monthly. This will be shared during parent meetings.

\$15,000 – 44000 – Equipment: Reallocating to purchase equipment for students/Teachers to increase student achievement. Equipment needed to meet this goal: interactive projectors and digital pens (\$2,050 X 17 - \$34,850 – Allocating \$35,000) and doc cameras (\$600 X 17 = \$10,200). Data from assessments will be used analyzed in grade level collaboration, leadership meetings, and some staff meeting. Data will be reviewed monthly. This will be shared during parent meetings.

LCFF –

\$28,338 – 43110 – Instructional Materials/Supplies: Reallocating to purchase instructional materials/supplies to provide students with resources to increase student achievement and enhance visual learning and blended learning opportunities. Materials needed to meet this goal: iPad to support younger students' activities – primary students are more familiar and better able to navigate using online intervention programs and curriculum (2 @ 24 students X \$24,000), iPad cases (\$2,000), mouse for all student Chromebooks to enhanced student navigation (\$2,327), c-line classroom school-to-home folders to assist in AVID organization skills, educational games (supporting reading/comprehension, mathematics – foundational skills), learning chart stand for primary grades to enhance print rich posters, timers are used to support student transitioning to increased instructional opportunities (LCFF only), keyboards to support students who are needing alternative computing supports, math charts, manipulatives, graph mats, highlighters to supporting annotation and note-taking, reading and math resources supporting reading and writing activities and supplemental kits – replenish materials, Step Up to Writing Program materials and supplies, Data from assessments will be used analyzed in grade level collaboration, leadership meetings, and some staff meeting. Data will be reviewed monthly. This will be shared during parent meetings, classroom printers (\$300 X 17 = \$5,100). Data from assessments will be used analyzed in grade level collaboration, leadership meetings, and some staff meeting. Data will be reviewed monthly. This will be shared during parent meetings.

\$45,000 – 44000 – Equipment: Reallocating to purchase equipment for students/Teachers to increase student achievement. Equipment needed to meet this goal: interactive projectors and digital pens (\$2,050 X 17 = \$34,850 – Allocating \$35,000) and doc cameras (\$600 X 17 = \$10,200). Data from assessments will be used analyzed in grade level collaboration, leadership meetings, and some staff meeting. Data will be reviewed monthly. This will be shared during parent meetings.

\$2,600 – 42000 – Books: Reallocating to purchase leveled classroom library books and novels for all grades \$2,600. Provide students with opportunities to increase reading proficiency and math fluency through literacy programs, leveled books (in classroom and at home), class set of novels for all grades, small group and individualized instruction including supporting practices to promote literacy skills and foundational mathematics skills and math fluency.

\$20,000 – 58100 – Consultant Instructional: Training/PD for teachers: Step up to Writing training/PD and curriculum for ALL Teachers. Pulliam's ELA/Math scores are far below state standard for proficiency and a majority of our students lack the proper writing foundations. Having a writing program where teachers are trained in how to teach students proper writing techniques will allow us to see an increase in ELA and Math data, as well as see an increase in the number of students prepared for high school as they exit 8th grade.

SPSA: Goal 1, Strategy 6: Adding new science related strategy: Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Science labs would provide space for students to explore and interact with PLTW, NGSS and STEM curriculum and projects for which our teachers have been trained and continue to receive training. With science labs completely equipped, teachers will enhance NGSS curriculum, PLTW curriculum, and STEM curriculum through hands-on science experiments to integrate PLTW and STEM with NGSS while also promoting literacy and writing skills. Applicable supplemental

instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

LCFF –

\$1,000 – 43110 – Instructional Materials/Supplies: Reallocate funds to purchase science materials/supplies for students to use for hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. 3-D printers and supplies for visual and spatial representation of science and PLTW activities. Science Kits (various grade levels) - \$1,000.

SPSA: Goal 1, Strategy 4:

LCFF –

\$74,101 – 19101 – . 5 FTE Program Specialist: Reduce funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed.

SPSA: Goal 2, Strategy 1:

LCFF –

\$17,574 – 58320 – Consultant Non-Instructional: Reduce funds due to COVID-19 restrictions causing distance learning and strict social distancing policies, Pulliam was unable to hire a consultant to implement structured sports program since students are not on campus. Eliminate funding allocated for structured sport programming.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Roosevelt is receiving additional monies in Parent Involvement (Cost Center: 50647). Roosevelt's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 42000 – Books to purchase books for parents to use with students at home following participation in parent coffee hours training.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
ROOSEVELT	437	398	91.1%	\$ 108,618	\$ 2,418	\$ 111,036	\$ 2,165.00	\$ 253.00

\$15,000 – 52150 – Conference: Reduced funds due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences are not able to be attended.

\$1,600 – 43400 – Parent Meeting: Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

\$1,600 – 42000 – Books: Reallocated funds to purchase books. ELAC committee agreed that we will purchase materials for parents to pick up after participating training focusing on literacy strategies in virtual parent coffee hours and workshops for parents to replicate the reading strategy at home with their student. We will create a parent library to store reference materials and books that will be purchased.

Roosevelt Elementary – Amendments

Roosevelt 277 - REVISED 9/2020

ROOSEVELT 277 - REVISED 9/2020										7/28/2020		INITIAL BUDGET/DATE		3/9/2021		REVISED BUDGET/DATE		50647 - inc. by \$253	
TITLE I		TOTAL ALLOCATION		\$ 108,618		LCFF		TOTAL ALLOCATION		\$ 127,360		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 2,418			
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 108,618				TOTAL BUDGET DISTRIBUTED BELOW		\$ 127,360				TOTAL BUDGET DISTRIBUTED BELOW		\$ 2,418			
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0			
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET			
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS								
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 15,000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 15,000			
11700	Teacher Substitute (incl benefits)	0.000	\$ 15,000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ 15,000			
12151	Counselor	0.000		0.000	0.000	0.000	0.450	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.450	\$ 0			
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
12500	Counselor-add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
13201	Assistant Principal	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
19101	Program Specialist	0.000	\$ -	\$ 1,064	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.500	\$ 1,065			
30000	Statutory Benefits	0.000		\$ 135	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
19101	Instructional Coach	0.000	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -			
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -			
21101	Instructional Asst/CAI	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -			
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
21101	Bilingual Assistant	0.000		0.000	0.000	0.438	\$ 19,346	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.438	\$ 19,346			
30000	Statutory Benefits	0.000		0.000	0.000	0.000	\$ 2,904	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
22601	Library Media Assistant	0.000	\$ -	0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -			
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
22901	Community Assistant	0.000		0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -			
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
29101	Parent Liaison	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -			
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000				
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -			
Sub Total - Personnel/Benefits			\$ 30,000	\$ 1,199	\$ -	\$ 22,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,411			
Books & Supplies																			
42000	Books			\$ 2,600		\$ -								\$ -		\$ 2,600			
43110	Instructional Materials	\$ 47,737	\$ 36,311	\$ 2,220	\$ -			\$ -				\$ -		\$ -		\$ 86,268			
43200	Non-Instructional Materials	\$ 429	\$ -		\$ -			\$ -				\$ -		\$ 1,853		\$ 2,282			
43400	Parent Meeting							\$ -				\$ -		\$ -		\$ -			
44000	Equipment	\$ 25,000	\$ 45,000													\$ 70,000			
Sub Total - Books & Supplies			\$ 73,166	\$ 83,911	\$ 2,220	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,853		\$ 161,150			
Services																			
57150	Duplicating	\$ 600												\$ 565		\$ 1,165			
57250	Field Trip-District Trans															\$ -			
56590	Maintenance Agreement	\$ 2,044		\$ -	\$ -											\$ 2,044			
52150	Conference	\$ 23	\$ -													\$ 23			
52170	Webinar Training	\$ 565														\$ 565			
58450	License Agreement	\$ -		\$ -	\$ -											\$ -			
58720	Field Trip-Non-District Trans															\$ -			
58100	Consultants-Instructional		\$ 20,000													\$ 20,000			
58320	Consultants-Noninstructional															\$ -			
Sub Total - Services			\$ 3,232	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 565		\$ 23,797			
GRAND TOTAL			\$ 106,398	\$ 105,110	\$ 2,220	\$ 22,250	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,418					

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA/ELD Goal:

By May 30, 2022, per iReady Diagnostic 3 results report, the total number of students performing 2 or more grade levels below will decrease by 24 students.

By May 30, 2022, per ELPAC test scores, increase by one level on English Language Proficiency Assessment for California (ELPAC). EL students will develop their language by at least 2%.

Math Goal:

By May 30, 2022, per iReady Diagnostic 3 growth report, the total number of students performing 2 or more grade levels below will decrease by 23 students.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional Comp: \$9,368

Conference Registration for AVID: 7 teachers \$850 X 7 = \$5,950

Collaboration for essential standard planning 8 staff (5 teachers, 2 coaches, 1 administrator) X 3.5 X 2 days X 60= \$3,360.

2021-2022 Strategy Update

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 with coaches and administrator.
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 (2 @ .5 FTE Instructional Coaches – Centralize Services) 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 – Title I

Substitute (Staff) Pay Calculation for Object Codes 11700:

75 days X \$200 = \$15,000 - Title I

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:

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$30,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Teachers to provide tutoring after school in order to increase academic achievement to students who are not meeting grade-level standards in ELA and math.

Classroom Teacher Hrly

10 teachers X 4.5 hours X 36 weeks X \$60 = \$97,200

Support closing the achievement gap in ELA and Math; English Learners Professional development for all classroom teachers and educational specialist on how to maximize the supplemental Benchmark Curriculum. Benchmark Advance professional development will be provided three times throughout the school year. Professional development topics may include the following: Integrated and Designated ELD; Data collection, assessments and next steps. Lesson studies will support all grade levels.

Contracted Svcs/Prof & Curriculum Dev. Tchr for additional hourly for attendance and collaboration:

28 staff (2 administrators, 1 counselor, 2 instructional coaches, 1 program specialist, 20 teachers)

28 X 56 hours X \$60 = \$94,080 (Allocate \$94,511)

Support closing the achievement gap/professional development. Funding has been allocated to purchase license and fees for software and/or online reading resources. Each teacher will be able to use the following program to enhance literacy instruction and comprehension: Reading A-Z and math, Flocabulary, Social Studies Weekly, Nearpod: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Social Studies Weekly: Important news stories to build non-fiction reading skills, increase content-area knowledge in Social Studies and inspire a love of reading. Flocabulary: Program that supports vocabulary and comprehension learning for students. Nearpod: Provides interactive lessons that support the Benchmark Advance ELA.

Read Naturally intervention to support students to build their foundational skills. Group training for teachers to implement program.

Webinar: \$1,000

License Agreement: \$22,000

Equipment Non Capitalized \$30,000

Tablets for students.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
191,711	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
30,000	4000 Series	Books & Supplies
23,000	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

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

Extended day/year support for student needing reteaching daily instruction and assisting to close the learning loss gap.

1 Program Specialist X 13 hours X \$60 = 780 (Allocating \$800)

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, AVID, ELA, and MATH), data analysis, etc.

Conference - \$10,000 – Title I

License Agreement - \$2,500 – 58450 – Title I – Reading intervention program to support students in grades 1-3 to help build foundational reading skills, fluency and comprehension.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
12,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Student intervention: Students will be offered after school tutoring for support in ELA and math. Subgroups will be identified from i-Ready assessments.

Teachers will use Reading A-Z/math for intervention and Benchmark Universe to support students in the program.

(1) lead teacher/instructional coach + (5) teachers x (2.5) hours/day x \$60/hour x (29) days = \$30,450

Additional tutoring opportunities after school to enhance literacy instruction and comprehension (e.g. fluency, web-based programs (e.g., Reading A-Z and math, Flocabulary) improve basic math computation skills and problem solving.

\$30,000 Books/Supplies/Materials

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
30,450	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
30,000	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

ELD support staff will work with the teachers 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.

Bilingual Assistants – 2 @ .4375 FTE = \$54,906 - LCFF

Instructional Materials/Supplies - 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.

****General supplies are unallowable using State & Federal funds.****

Duplicating will provide resources that will help support small group activities.

Duplicating - \$1,077 - Object Code 57150 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
1,077	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
54,906	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 at the school site testing coordinator.

Title 1 .2500 \$37,409 Object Code 19101; LCFF -.2500 \$37,409, Object Code 19101

Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material may included: books/novels paper, pencils white board markers, printer toner, chart paper, tape, sentence strips, phonic flash cards, technology (computers, composition books, remedial writing resources, color ink, and poster maker.

Instructional Materials/Supplies - \$19,000 Object Code 43110 – Title I

****General supplies are unallowable using State & Federal funds.****

Non-Capital Equipment - \$6,500 Object Code 44000 – Title I: Replacement of supplemental equipment such as document cameras, projectors, etc.

Maintenance Agreement – Teachers will use various equipment such as laminator, copier, and poster make. Maintenance agreement ensures the equipment is available and usable when need.

\$2,500 Object Code 56590 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
37,409	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
19,000	4000 Series	Books & Supplies
9,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
37,409	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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, and visiting the computer lab, and

*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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

All Students Provide students with hands-on experiential learning opportunities to supplement core instruction through science and social studies trips and STEM activities. All students will participate in hands-on experiential learning opportunity outside of school grounds.

Field Trips:

K-2 opportunities for students may include: Fog Willow farms in the fall where they will learn about the life cycle of various plants and animals. Museum in Lodi to practice STEM lessons. Other science and /or social studies related places which might become available for students.

3rd-7th opportunities for students may include: Exploratorium and San Jose Tech in the spring where students can experience science through hands-on experiences and observations. Sutter's fort where students can experience life during the gold rush. Valley Days in conjunction with San Joaquin historical society where students become a part of colonial life. Lawrence Livermore Labs to participate in science experiments with real scientists and observe what real scientists and labs look like. Other science and /or social studies related places which might become available for students.

6th-8th opportunities may include: Delta College, UOP, Health Careers Academy, Pacific Law...within the district. These field trips can take place in the winter and spring.

Classes will fundraise to cover buses if needed.

Field Trips: \$2,000 Object Code 58720 – Title I

Pupil Fees: \$6,000 Object Code 58100 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
8,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 2:

School Goal for Suspension:

Due to COVID 19, there were not any suspensions for 2020-2021 school year.

By May 2022, suspensions will be maintained at 0%.

Chronic Absentee Smart Goal:

By May 2022, chronic absentee rate for all students will decrease from 29.55% to 20% as measured by district Chronic Absentee Report.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 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 - \$17,574 non-instructional. Object Code 58100

Develop and implement a clear and consistent expectations of school rules. Provide training to all staff members (PBIS) Supplies/Materials \$500.00 Object Code 43110

PBIS and restorative practices conference for counselor to support students and extend resources to teachers in supporting students social and emotional well-being.

Conferences/Webinar: \$4,811 – LCFF – 23034

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

****Incentives/gifts/appreciation “events”/entertainment are not allowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
500	4000 Series	Books & Supplies
17,574	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 3:

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By May 2022, student chronic absentee will decrease from 29% to 20% as measured by California Data Dashboard.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement fund allocation is \$2,198.

2021-2022 Strategy Adjustment

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.

Counselors establish a PBIS/Safety committee and lead collaborative meetings with staff members to create a set of values and systems to promote social-emotional skills such as resilience, self-awareness, and positive mindset.

Continue to reward, incentive system, student for improved behavior and attendance via Caught Being Good Ticket, Super Recess, intermediate/middle school dances. Continue implementation of Peer Leaders Uniting Students (PLUS) to create structures and opportunities for students to teach other students and serve as role models/peer mediators.

Monthly positive attendance events, three times a year perfect attendance assemblies/activities, monthly recognition of classes with 98% or higher for perfect attendance, parent workshop focused on the important of consistent attendance. Support with Parent Teacher Conferences, Parenting Classes in the Family Center, CARE/SST meetings and making referrals targeting student academic performance as well as social emotional development growth. Increase Community Engagement and Empowerment 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, academic achievement, and social-emotional well-being. –assist parent with support, resources, and multiple opportunities that empower them to be engaged in their child's learning. -offer parent information and training opportunities at Parent Coffee Hour presentations, English Language Advisory Committee meetings (ELAC) School Site Council, and college career readiness activities.

Parent Meeting (\$1,624.00 Object 43400 – Title I 50647): 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. Acquisition of books to provide parents with current strategies around positive parenting, ELA, math strategies to support their children at home. These materials will be used during Coffee hours and training sessions to provide visuals and hands-on- activities for our parents.

Duplicating - \$565.00 provide resources for parents to encourage daily attendance and achievement. non-instructional materials Object 43200

of meetings/events coordinated # of parents attending # of students served.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,189	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

2020-2021 Budget Spreadsheet

Roosevelt 277 - REVISED 9/2020

ROOSEVELT 277 - REVISED 9/2020										7/28/2020		INITIAL BUDGET/DATE		3/9/2021		REVISED BUDGET/DATE		50647 - Inc. by \$253			
TITLE I			TOTAL ALLOCATION		\$ 117,986		LCFF			TOTAL ALLOCATION		\$ 127,360		TITLE I - PARENT - 50647			TOTAL ALLOCATION		\$ 2,198		
			TOTAL BUDGET DISTRIBUTED BELOW		\$ 117,986					TOTAL BUDGET DISTRIBUTED BELOW		\$ 127,360					TOTAL BUDGET DISTRIBUTED BELOW		\$ 2,198		
			TO BE BUDGETED (Should be \$0.)		0					TO BE BUDGETED (Should be \$0.)		0					TO BE BUDGETED (Should be \$0.)		0		
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET					
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 24,368	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 24,368
11700	Teacher Substitute (incl benefits)	0.000	\$ 15,000	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 15,000
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	\$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.000	\$ -	0.500	\$ 1,064	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.500	\$ 1,065
30000	Statutory Benefits	0.000		0.000	\$ 135	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		0.438	\$ 19,346	0.000		0.000		0.000		0.000		0.000		0.438	\$ 19,346
30000	Statutory Benefits	0.000		0.000		0.000		0.000	\$ 2,904	0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bit Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		\$ -	0.000			0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 39,368		\$ 1,199		\$ -		\$ 22,250		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 59,779
Books & Supplies																					
42000	Books			\$ 2,600				\$ -										\$ -		\$ 2,600	
43110	Instructional Materials	\$ 47,737	\$ 36,311		\$ 2,220			\$ -				\$ -			\$ -		\$ -		\$ -	\$ 86,268	
43200	Non-Instructional Materials	\$ 429	\$ -					\$ -				\$ -					\$ 1,633		\$ -	\$ 2,062	
43400	Parent Meeting											\$ -					\$ -			\$ -	
44000	Equipment	\$ 25,000	\$ 45,000																	\$ 70,000	
Sub Total - Books & Supplies			\$ 73,166		\$ 83,911		\$ 2,220		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,633	\$ 160,930	
Services																					
57150	Duplicating	\$ 600																\$ 565		\$ 1,165	
57250	Field Trip-District Trans																			\$ -	
56590	Maintenance Agreement	\$ 2,044			\$ -															\$ 2,044	
52150	Conference	\$ 23	\$ -																	\$ 23	
52170	Webinar Training	\$ 565																		\$ 565	
58450	License Agreement	\$ -			\$ -															\$ -	
58720	Field Trip-Non-District Trans																			\$ -	
58100	Consultants-Instructional		\$ 20,000																	\$ 20,000	
58320	Consultants-Noninstructional									\$ -	\$ -									\$ -	
Sub Total - Services			\$ 3,232		\$ 20,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 565	\$ 23,797	
GRAND TOTAL			\$ 115,766		\$ 105,110		\$ 2,220		\$ 22,250		\$ -		\$ -		\$ -		\$ -		\$ 2,198		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET ROOSEVELT - 277 - R3 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 117,986		LCFF		TOTAL ALLOCATION				\$ 115,200		TITLE I - PARENT - 50647				TOTAL ALLOCATION				\$ 2,189	
		TOTAL BUDGET DISTRIBUTED BELOW				\$ 117,986				TOTAL BUDGET DISTRIBUTED BELOW				\$ 115,200				TOTAL BUDGET DISTRIBUTED BELOW				\$ 2,189			
		TO BE BUDGETED (Should be \$0.)				0				TO BE BUDGETED (Should be \$0.)				0				TO BE BUDGETED (Should be \$0.)				0			
Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET				
			GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS		GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS		GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS						
Personnel Cost-Including Benefits																									
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 15,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 15,000				
11700	Teacher Substitute (incl benefits)	0.000	\$ 15,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 15,000				
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -				
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -				
19101	Program Specialist (incl benefits)	0.250	\$ 37,409	0.250	\$ 37,409			0.000		0.000		0.000		0.000		0.000		0.000		0.500	\$ 74,818				
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 800	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 800				
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
19500	Inst Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21101	Bilingual Assistant (incl benefits)			0.000				0.875	\$ 54,906			0.000				0.000				0.875	\$ 54,906				
21500	Bl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -				
22601	Library Media Assistant (incl benefits)			0.000				0.000				0.438				0.000				0.438	\$ -				
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -				
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
Sub Total - Personnel/Benefits			\$ 68,209	\$ 37,409	\$ -	\$ 54,906	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 160,524					
Books & Supplies																									
** 43110	Books/Supplies/Materials (less than \$500 per item)	\$ 19,000										\$ 500							\$ 1,624	\$ 15,000					
43400	Parent Meeting																		\$ 1,624	\$ -					
44000	Equipment (\$500 - \$4999.99 per item)	\$ 6,500																		\$ -					
Sub Total - Books & Supplies			\$ 25,500	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,624	\$ 15,000					
Services																									
57150	Duplicating	\$ 1,077																	\$ 565	\$ 15,000					
*** 57250	Field Trip-District/Non-District Trans	\$ 2,000																		\$ 15,000					
56590	Maintenance Agreement	\$ 2,500																		\$ -					
**** 52150	Conference	\$ 10,200										\$ 4,811								\$ -					
58450	License Agreement	\$ 2,500																		\$ -					
58920	Pupil Fees	\$ 6,000																		\$ 800					
***** 58100	Consultants-Instructional/Non-Instructional												\$ 17,574							\$ -					
Sub Total - Services			\$ 24,277	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,385	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 565	\$ -					
GRAND TOTAL			\$ 117,986	\$ 37,409	\$ -	\$ 54,906	\$ -	\$ 22,885	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,189						
Assumptions:																									
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.																									
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.																									
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.																									
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.																									
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.																									

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: R3

ROOSEVELT K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27207412	PROGRAM SPEC	0090	12303021R3	19101	0.5000	0.5000
					71252698	BILINGUAL ASST/SPANISH	0091	12302010R3	21101	0.4375	1.0000
TOTALS, THIS LOCATION: 277										0.9375	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
 Fund Change for PCN _____ New Fund _____
 Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	Bilingual Asst/Spanish	0.4375	12302010 R3
2.	Program Spec	0.5000	12303021 R3
3.			
4.			

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 1/25/2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021 school year.

Site Administrator's Approval:

Janice Roberts

DATE:

1/26/2021

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
 Report Location: CDD \Accounting\ State and Federal
 User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
 Current Time: 04:05:14
 Page #: 29

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?	<div>Step 1: Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors. Step 2: <i>(optional)</i> Label the different components using an alpha or numeric system and continue with color coding from step 1. Step 3: Begin answering each component starting with column A, next B, next C, and finally D. Be sure to address all tasks/activities described in the strategies column. Step 4: Review responses and obtain applicable clarification and feedback with the following groups:<div><input type="checkbox"/> School Leadership Team <input type="checkbox"/> Director <input type="checkbox"/> ELAC <input type="checkbox"/> School Site Council <input type="checkbox"/> Parent/Community groups <input type="checkbox"/> Student groups</div></div>
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			<div>Describe implementation of each component and include applicable data</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div> <div>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</div>	<div>Describe effectiveness of each component and include applicable data</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div> <div>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</div>	<div>Describe the significant material difference</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div> <div>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</div>	<div>Describe the changes made or proposed for the future</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div> <div>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</div>	

Goal 1 – Student Achievement

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – a	I. 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.	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			Describe implementation of each component and include applicable data 1. Coaches were able to work with the teachers weekly to provide support using i-Ready data to enhance student achievement and pathway. 2. K-8 teachers were pulled to review data and create SMART goals with the coaches for student interventions using pathways. 3. The coaches provided nine demo lessons throughout the year to teachers showing them how to use their i-Ready result to improve their lessons for student achievement.	Describe effectiveness of each component and include applicable data 1 From Feb. 26- Apr. 23 over this two-month period, 11% increase of students using math pathways and 5% meeting their minutes. In reading, there was an increase login 1% and 21% increase meeting minutes on pathways. 2. More students login into pathways and completed more lessons. 3. Teachers were provided resources for remediation and reteaching at individual, small group and whole class level of instrution	Describe the significant material difference 2.Accountability and Monitoring. Student achievement, moved more significantly towards grade level in most subgroups. 3.None	1.Program Specialist need to be hired to assist with teacher’s support and student intervention. Help teachers spot trends across student groups. 2. Continue support for teacher from administrators and coaches. Increase amount of students meeting their minutes in person to 65%. 3. Coaches will increase the amount of demo lessons to support teachers and student achievement.

		6.Number CARE team referrals 7.Number of SST meetings held		4. The principal and coaches reviewed data with teachers to help with interventions. 5.Academic conferences were held 2 times this year with parents and teachers 6.None 7.None	4. Based on the i-Ready scores on Diagnostic 2, the results do not show student improvement. There are over 50% of students not performing at grade level. 5.None 6.None 7.None	4. Continued investment in providing small group approach as a strategy for student support in reading. 5.None 6.None 7.Nonr	4. Focus on foundational skill. Implement SIPPS reading program. 5.Increase the amount of conference to at least 3. 6.None 7.None
G1, S1 – b	2. Intervention consisting daily small groups with teacher and/or collaboration with classroom teacher.	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		Describe implementation of each component and include applicable data 1. None 2. The coaches worked with K-8 teachers on how to implement intervention groups and met with grade level during collaboration doing distance learning. 3.Coach did demo lessons with 9 teachers. 4. i-Ready data was used to group students for interventions. 5.None 6.None 7.None	Describe effectiveness of each component and include applicable data 1. None 2. During intervention time, many students did not log on per teachers. Because of this, how effective this was could not be determined. 3. 6 of the teachers consistently collaborated with the coaches. Evidence coaches' log 4. Based on decrease of 5% i-Ready results students working at grade level the grouping has not been effective. 5.None 6.None 7.None	Describe the significant material difference 1. None 2. Administrators are restricted on how much we can control, or influence teacher use of collaboration time. 3.None 4.None 5.None 6.None 7.None	Describe the changes made or proposed for the future 1. Program specialist need to be hired to help support teachers. Coaches need to support and do more collaboration with all teachers 2. Provide more support by pulling out struggling teachers to assist with interventions. 3. Increase the amount of demo lessons with teachers who are struggling. 4. PD on how to use data to adjust instructions. 5.None 6.None 7.None

		7.Number of SST meetings held					
G1, S1 – c	3. Bilingual par-educators support providing pull-out, targeted English development lessons for varying levels (newcomer to long-term English Learner), in-class support.			<p>Describe implementation of each component and include applicable data</p> <p>The bilingual assist provided support for the EL students for 20 minutes daily for grades k-3</p> <p>4. i-Ready data was used to place EL students in intervention groups.</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>The bilingual assist was able to support students in class and pull-out on foundational skills as evidence of classroom visits</p> <p>4. Data from i-Ready does not support the effectiveness of small group support. Distance learning was a factor because students were not login daily.</p>	<p>Describe the significant material difference</p> <p>None</p>	<p>Describe the changes made or proposed for the future</p> <p>Another bilingual assist is needed to help support EL students.</p> <p>Provide training for Bilingual assist.</p> <p>Create a log that will supply data.</p>

G1, S1 – d	4. General Education and para-educator working with individuals and small groups of students to encourage access to curriculum and general support.			<p>Describe implementation of each component and include applicable data</p> <p>1.The coaches worked weekly with selected teachers to provide support around how to implementing curriculum with small group instruction.</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>1.During walk-throughs, the administrator was able to see teachers working with students in group during distance learning. Teachers found it difficult using breakout rooms for intervention</p>	<p>Describe the significant material difference</p> <p>1.All meeting were held through zoom meetings.</p>	<p>Describe the changes made or proposed for the future</p> <p>1, Show case/explain curriculum that the teachers may not have used school wide.</p>
G1, S1 – e	5. Classroom instructional will be quality Tier 1 instruction for whole group, including Students with Disabilities, focused on English language structure and increased vocabulary			<p>Describe implementation of each component and include applicable data</p> <p>Administrators walk-throughs were able to see classroom instruction Tier 1 used with the whole group. Teachers began to use the pathways consistently when district came up with incentives.</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>The school were on the leader board for 3 weeks for most improved group and meeting minutes on Pathways</p>	<p>Describe the significant material difference</p> <p>None</p>	<p>Describe the changes made or proposed for the future</p> <p>Teachers will have training on Tier 1 instructions as the building level for the MTSS model.</p>
G1, S1 – f	6. Monthly Grade Level meetings to examine data and student progress along with corresponding strategies – coordinated communication to provide support for findings and concerns.	1. Bi-weekly/monthly meeting with coach and program specialist		<p>Describe implementation of each component and include applicable data</p> <p>1.Grade level meetings were held monthly to review data and common assessment to example the progress of the</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>1.Teachers were able to see what areas the students were struggling with as a school. They were able to see that</p>	<p>Describe the significant material difference</p> <p>None</p>	<p>Describe the changes made or proposed for the future</p> <p>1.PD centered around data cycle. Common assessment implementation.</p>

				students, and the coaches provided strategies if needed to support student achievement.	over half of our students were struggling with reading comprehension and basic math using common assessments. The students struggled with distance learning.		
G1, S1 – g	7. Planned strategic release time to facilitate data gathering and real-time responsive instructional planning.			<p>Describe implementation of each component and include applicable data</p> <p>We were not able to plan release time to facilitate data and instructional planning this school year.</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>None</p>	<p>Describe the significant material difference</p> <p>None</p>	<p>Describe the changes made or proposed for the future</p> <p>Calendar time throughout the year with coaches, program specialist, administrators for planning common core standards</p>
G1, S1 – h	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.			<p>Describe implementation of each component and include applicable data</p> <p>The school counselor provided 8-10 classroom presentation a week using district approved curriculum to discuss social/emotional learning online.</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>The counselor was not able to use student online survey to determine the effectiveness of the social/emotional lessons.</p>	<p>Describe the significant material difference</p> <p>None</p>	<p>Describe the changes made or proposed for the future</p> <p>In person classroom lessons with pre and post survey to assess students emotions and the effectiveness.</p>
G1, S1 – i	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.			<p>Describe implementation of each component and include applicable data</p> <p>1.K, 2, 5, 7 Teachers met with instructional coaches to discuss instructional practices and strategies for student improvement. Coaches worked with individual teachers and grade level teachers to assist with lesson planning and delivery.</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>1.During walk through, the administrators were able to see how well the teachers' delivery of lesson plans had improved from working with the coaches such as making learning more active and differentiated instructions.</p>	<p>Describe the significant material difference</p> <p>none</p>	<p>Describe the changes made or proposed for the future</p> <p>Professional development during staff meeting on lesson design and delivery.</p>

G1, S1 – j	11. Develop or choose quick post assessments (quick check sheets, exit tickets to check for skill mastery.	1. Bi-weekly/monthly meeting with coach and program specialist		Describe implementation of each component and include applicable data 1.Coach did PD demo and provided office hours on ways to CFU using Pear Desk, See Saw, and google form.	Describe effectiveness of each component and include applicable data 1.Teachers who participated in the PD and office used it daily in their classroom as evidence during administrator walk through. The teachers were very engaging using the Pear Desk.	Describe the significant material difference None	Describe the changes made or proposed for the future Weekly comprehension check Mid-unit assessment Daily exit tickets
G1, S1 – k	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)			Describe implementation of each component and include applicable data Tier 1 instructions were not implemented to fidelity	Describe effectiveness of each component and include applicable data With limited Tier 1 interventions, data showed 50% of the students are still at risk. Due to COVID 19, we were not able to hire substitute teachers.	Describe the significant material difference None	Describe the changes made or proposed for the future Professional development on MTSS with Tier 1 emphasis. Summer training on unpacking standards.
G1, S1 – l	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			Describe implementation of each component and include applicable data 1.Academic conferences were held centered around i-Ready data with the teachers to help support	Describe effectiveness of each component and include applicable data 1.Based on the i-Ready data, students showed a 5% improvement with foundational skills with at risk students two or more grade level below,4% with one grade level below,	Describe the significant material difference Substitutes for teachers to work with coaches on assessments.	Describe the changes made or proposed for the future Purchase SIPP's reading program to improve foundational skills for all grade levels. Substitute for staff training.

	<div>with release time to actively participate.</div> <div>Substitute Pay:</div> <div>Substitute (Staff) Pay Calculation for Object Codes 11500, 11700</div>			<div>students' lack of foundational skills.</div>	<div>and 1% on or above grade level.</div>		
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – a	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	# of teachers # of hours #Post PD Surveys #Post PD share debrief in staff meetings. # of conferences/trainings attended		Describe implementation of each component and include applicable data Tier 1 instruction was utilized, but in need of improvements. Tier 2 supports were seen in few classrooms. Tier 3 supports were not utilized	Describe effectiveness of each component and include applicable data Tier 1 instruction showed some growth on i-Ready diagnostic data. There was insufficient evidence of small group instructions showing growth during classroom observations.	None	Describe the changes made or proposed for the future MTSS training Program Specialist support Substitute for teachers’ pull-out	

G1, S2 – b	The bilingual assistant and teacher will conduct small group instruction for students who need strategic support in the area of ELA/Math.	# of teachers # of hours #Post PD Surveys #Post PD share debrief in staff meetings. # of conferences/trainings attended		Describe implementation of each component and include applicable data The bi-lingual assist worked with k-4 teachers to assist in small group ELA and math strategies for students	Describe effectiveness of each component and include applicable data Bi-lingual assistant found it to be a challenge trying to work with the students on zoom with the teacher.	Describe the significant material difference None	Describe the changes made or proposed for the future Bi-lingual assist will provide data on how students are progressing
G1, S2 – c	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. Conference - \$17,554 – Title I, \$5,263 - LCFF 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.	# of teachers # of hours #Post PD Surveys #Post PD share debrief in staff meetings. # of conferences/trainings attended		Describe implementation of each component and include applicable data Two teachers one middle school, primary and administrator attended AVID training. Middle teacher worked with the students using the reading strategy.	Describe effectiveness of each component and include applicable data The middle school teacher attempted to us the reading comprehension strategy by giving them reading comprehension lessons; the students struggled	Describe the significant material difference None	Describe the changes made or proposed for the future Increase the amount of teachers attending AVID training. PD on data analysis with coaches, program specialist, and teachers.

	<p>PLC – administrator, program specialist, instructional coach, and 1 teacher from each life level.</p> <p>AVID – administrator, program specialist, instructional coach, and 1 teacher from each life level.</p>						
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a	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.				Describe implementation of each component and include applicable data Bi-lingual assist had designated times to go into classes and work with EL students to support instruction	Describe effectiveness of each component and include applicable data Due to Covid-19, we were unable to determine effectiveness	Describe the significant material difference	Describe the changes made or proposed for the future We are in need of additional bilingual assistance to support all students
	Bilingual Assistant - \$28,125 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				Supplies were given to the teachers and students such as paper, highlighters, and white boards	Students used the supplies to do the assignments. Students used the whiteboard to work problems/answer questions to show the teacher on zoom. During classroom visits, administrators was able see students' engagement using the materials	None	Bilingual assistant will work closer with the teachers on what is needed in the classroom.

	books, flashcards, construction papers, etc. Duplicating - \$2,600						
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 4					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – a	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.				Describe implementation of each component and include applicable data We were unable to hire a program specialist for this school year	Describe effectiveness of each component and include applicable data Since we did not have a program specialist, the effectiveness cannot be determined.	Describe the significant material difference None	Describe the changes made or proposed for the future We wish to hire a program specialist for next year to assist students.
G1, S4 – b	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.				Describe implementation of each component and include applicable data We were unable to hire a program specialist for this school year	Describe effectiveness of each component and include applicable data Since we did not have a program specialist, the effectiveness cannot be determined	Describe the significant material difference None	Describe the changes made or proposed for the future We wish to hire a program specialist for next year to assist students.

G1, S4 – c	The Program Specialist monitors the English Learner programs and ensures ELD compliance. The Program Specialist also serves at the school site testing coordinator.			<div>Describe implementation of each component and include applicable data</div> <div>We were unable to hire a program specialist for this school year</div>	<div>Describe effectiveness of each component and include applicable data</div> <div>Since we did not have a program specialist, the effectiveness cannot be determined</div>	<div>Describe the significant material difference</div> <div>None</div>	<div>Describe the changes made or proposed for the future</div> <div>We wish to hire a program specialist for next year to assist students.</div>
G1, S4 – d	<div>Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material included: books/novels paper, pencils white board markers, printer toner, chart paper, tape, sentence strips, phonic flash cards, technology (computers, composition books, easels, computer carts, doc cameras, remedial writing resources, color ink, and rulers.</div> <div>Instructional Materials/Supplies - \$29,200</div> <div>Non-Capital Equipment - \$10,000</div> <div>Maintenance Agreement – Teachers will use various equipment such as laminator, copier, and poster make. Maintenance agreement ensures the equipment is available and usable when need. \$2,044</div>			<div>Describe implementation of each component and include applicable data</div> <div>Teachers were provided a variety of material such as whiteboard, markers, pencils, and paper to supplement instructional needs.</div>	<div>Describe effectiveness of each component and include applicable data</div> <div>Students used the material to do the assignments. Students used the whiteboard to work problems/answer questions to show the teacher on zoom. During classroom visits, administrators was able see students’ engagement using the materials</div>	<div>Describe the significant material difference</div> <div>Funding for materials/supplies will be decreased</div>	<div>Describe the changes made or proposed for the future</div> <div>Funding for materials/supplies will be decreased because of the surplus in material</div>

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- 2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a		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.	#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		Describe implementation of each component and include applicable data Counselor coordinated PLUS activities during distance learning, including game night, family night, and student engagement activities.	Describe effectiveness of each component and include applicable data Parents' turn-out was not what was expected. There were only 3 families in most events.	Describe the significant material difference None	Describe the changes made or proposed for the future More parent and student participation in events

		# of teacher professional developments held					
G2, S1 – b	<p>Check-in with students</p> <p>Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess.</p>	<p>#of students attending school</p> <p>#of students attending on time</p> <p>#of discipline referrals</p> <p>#of students suspended</p> <p>#of student referrals</p> <p>#of intervention groups held</p> <p>#of CARE team meetings</p> <p>Types of intervention offered</p> <p>#PLUS Meetings</p> <p># of teacher professional developments held</p>		<p>Describe implementation of each component and include applicable data</p> <p>Counselor hosted zoom calls to parents, had 5 students who she supported in social emotional needs, and helped address attendance issues for 8 students. The AP worked with the counselor on attendance by providing incentives such as virtual field trips to class who improve the most and gift cards.</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>Attendance improved by 88% in the primary grades.</p>	<p>Describe the significant material difference</p> <p>Attendance increased</p>	<p>Describe the changes made or proposed for the future</p> <p>Increase the amount of CARE meetings and SST meetings. PLUS students will become more involved to increase campus activities.</p>
G2, S1 – c	<p>Consultant to support structured activities at lunch/recess - \$17,574 non-instructional.</p>	<p>#of students attending school</p> <p>#of students attending on time</p> <p>#of discipline referrals</p> <p>#of students suspended</p> <p>#of student referrals</p>		<p>Describe implementation of each component and include applicable data</p> <p>Unable to hire a consultant to support lunch and recess activities</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>Due to COVID 19, the school's activities for students to do on the playground did not take place.</p>	<p>Describe the significant material difference</p> <p>None</p>	<p>Describe the changes made or proposed for the future</p> <p>To hire consultant to provide positive interaction at lunch and recess.</p>

		#of intervention groups held #of CARE team meetings Types of intervention offered #PLUS Meetings # of teacher professional developments held					
G2, S1 – d	Develop and implement a clear and consistent expectations of school rules.	#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		Describe implementation of each component and include applicable data Distance Learning zoom meeting expectation were reviewed with the students. Having their cameras on were emphasized.	Describe effectiveness of each component and include applicable data During classroom visits, many students followed the rules, but many did not have their cameras on, which was difficult to control with this online teaching.	Describe the significant material difference None	Describe the changes made or proposed for the future In-person learning

G2, S1 – e	Provide training to all staff members (PBIS)	#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		Describe implementation of each component and include applicable data PBIS matrix was given to the staff and reviewed with them during staff meeting.	Describe effectiveness of each component and include applicable data Because of this distance learning, we do not have data to support how effective this was.	Describe the significant material difference None	Describe the changes made or proposed for the future PBIS training to all staff members.
G2, S1 – f	Intervention room was implemented for students to make-up work when absent.	#of students attending school #of students attending on time #of discipline referrals #of students suspended #of student referrals #of intervention groups held		Due to distance learning, intervention room was not utilized	None	None	When in-person starts back, we will continue to use the intervention room to support learning.

		#of CARE team meetings Types of intervention offered #PLUS Meetings # of teacher professional developments held					
G2, S1 – g	School wide assemblies	#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		Assemblies were held virtually to celebrate students' improvement in attendance and in-class performance.	There is no data to support how effective the assemblies were.	None	Increase the amount of assemblies throughout the year.
G2, S1 – h	Restorative Practice conferences/training - \$15,000	#of students attending school		We were unable to provide or utilize restorative practices or conferences	None	None	Roosevelt will send teachers to RJ training.

		<div>#of students attending on time</div> <div>#of discipline referrals</div> <div>#of students suspended</div> <div>#of student referrals</div> <div>#of intervention groups held</div> <div>#of CARE team meetings</div> <div>Types of intervention offered</div> <div>#PLUS Meetings</div> <div># of teacher professional developments held</div>					
G2, S1 – i	PBIS progress	<div>#of students attending school</div> <div>#of students attending on time</div> <div>#of discipline referrals</div> <div>#of students suspended</div> <div>#of student referrals</div> <div>#of intervention groups held</div> <div>#of CARE team meetings</div>		PBIS team met to address attendance concerns and provide incentives for students to regularly attend class, such as virtual field trips.	Attendance improved at the site 4.5% at the implementation of the incentive program.	None	Our plan is to increase assemblies and plans to support students’ behavior and attendance.

		Types of intervention offered #PLUS Meetings # of teacher professional developments held					
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Goal 3 – Meaningful Partnerships

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a		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	# of meetings/events coordinated # of parents attending # of students served		Describe implementation of each component and include applicable data Counselor went into virtual classrooms for grades K-3 and implemented Second Step curriculum	Describe effectiveness of each component and include applicable data Unable to determine effectiveness because the counselor was not able to do a survey.	Describe the significant material difference None	Describe the changes made or proposed for the future Host more events and meetings centered on student social-emotional well-being and involve parents.
G3, S1 – b		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	# of meetings/events coordinated # of parents attending # of students served		Describe implementation of each component and include applicable data Parent liaison had at least 4 parents who attended coffee hours, and she reached out to individual parents concerning attendance at the teachers' request.	Describe effectiveness of each component and include applicable data We did not have the level of parental engagement as desired during this events, averaging 4 parents per coffee hour.	Describe the significant material difference Counselor work with parent liaison to provide services to students and parents on gaining information.	Describe the changes made or proposed for the future Increase parental involvement Roosevelt will provide training to parents on how to increase attendance.

	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. \$1,600						
	Duplicating - \$565						

To add a row:

- 1) Highlight row, right click and select insert row
- 2) Insert cursor at the end of the last row and hit tab

Comprehensive School Profile Data:

Continuous Improvement: Decision Making Model -- Essential Questions ROOSEVELT 21-22 CSI

--- CONFIRMS WHY ---		CONFIRMS HOW		--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
Student Academic Performance 2019 i-Ready ELA 47% students are at risk not meeting grade level standards. 47% Math students are at risk not meeting grade level standards 2020 i-Ready Diagnostic 1 – Math 11% students are mid or above grade level D diagnostic 2 – 13% % students are mid or above grade level D diagnostic 3- 19% students are mid or above grade level D diagnostic 1 ELA – 17% students are mid or above grade level D diagnostic 2- 22% students are mid or above grade level D diagnostic 3- 27% students are mid or above grade level	ELA Target 47% at risk ELA Gap: 7%pts Math Target -47% at risk Gap: 7 pts	<ul style="list-style-type: none"> • Lack of small group instruction to focus on learning deficits. • Lack of foundational skills in math and ELA • Limited instructional strategies. • Students not interested in school. • Students behind in reading and math and put forth little effort. • Lack of rigor in the curriculum. • Low expectations for student achievement • Lack of parent involvement. • Parents bring students to school late. • Parents lack the academic skills. • Distance Learning has impacted student learning due to COVID 19 • Technology/internet knowledge 	<ul style="list-style-type: none"> • Instructional coach will provide demo lessons on how teacher work with targeted groups. • Funding will be provided for subs in order for teachers to work with coaches and administrators on lesson studies. • Professional development on MTSS using Tier I II, III intervention school wide. • School wide implementation of AVID (WICOR) strategies with the focus on reading strategies. • Develop a parent engagement committee. • Administrator and Program specialist will hold data cycle monthly meetings to all grade levels with research-based intervention practices and support. 	<ul style="list-style-type: none"> • Provide time for coach to work directly with teachers in the following areas: Standard based lesson design and delivery, and development of common instructional practices. • Ongoing conversation with our PLC committee throughout the year focusing on why, how we can improve, and an action plan. • Provide time for teacher led PD. • Classroom visits tracked and feedback provided to the teachers. • Principal and AP work together to create a schedule so that classroom are being visited weekly. 	<ul style="list-style-type: none"> • Bi-weekly/month meeting with coach and program specialist to review data. • CARE Team referrals • SST meetings • Grade level Common assessment analyzed every four or six weeks by teachers, support staff, and administrators. • Sign-in sheet from academic Conferences • Data from PLC team meetings • Designated intervention time • Provide parents resources to support students at home • Sign-in sheet for parents' math and literacy night.

<p>Due to COVID 19, no data for year 2020/21 there were not any school Suspensions</p>	<p>2021-22 school keep suspension rate at 0%.</p>	<ul style="list-style-type: none"> Counselors do social lessons and groups with student in primary grades and restorative practices with middle school. Staff built relationship with students. Bullying lessons Staff do Problem solving with students Lack of organized activities for students. 	<ul style="list-style-type: none"> Reading intervention program to help address the foundational skills After school tutoring Provide students with social and emotional support that positively impacts student learning by coordinating programs such as: Positive behavior Intervention (PBIS), PLUS, counseling. Provide PBIS training to all staff members. Provide structure lunch and recess activities. 	<ul style="list-style-type: none"> Develop and implement a clear and consistent expectations of school rules. Incentives for Positive Behaviors such as Roosevelt Buck. Counselors provide monthly/weekly social emotional learning lessons, enrichments, activities in the classroom, during recess(es). Check-in with students. Counselors and administrator's RJ training. 	<ul style="list-style-type: none"> Suspension data review bi-weekly/monthly. Review data on how many CARE and SST meetings held for students that have repeated violations. School wide discipline data.
<p>Roosevelt Chronic Absenteeism May, 2021 30%</p>	<p>Target: The chronic absentee rate for 2021 is 30%. Roosevelt needs to reduce this by at least 10%</p>	<p>Chronic Absentee</p> <ul style="list-style-type: none"> Inconsistent home - to- school connection. Distance Learning, students not logging on for class. Lack of student-to-staff relationships. School not fun or engaging. No consequences for missing school. 	<p>Chronic Absentee</p> <ul style="list-style-type: none"> Administrators will work closely with counseling team and student support services to implement practices with fidelity that will promote school attendance. Set a measurable 	<p>Chronic Absentee</p> <ul style="list-style-type: none"> Monthly Operational/PBIS meeting team to discuss concerns. CARE and SST meetings Monthly perfect attendance/95% or higher incentives and assembly with parents and 	<ul style="list-style-type: none"> Review numbers of chronic absentee students monthly to identify trends. Hold CARE and SST meeting for at risk students. Home visitation, meetings with parents, and phone call log.

		<ul style="list-style-type: none"> • Holidays, vacation time families leave town. • Students not logging on during distance learning 	<p>attendance goal in school improvement plan and regularly monitor progress toward the goal.</p> <ul style="list-style-type: none"> • Weekly coffee hours with parents. • Incentives for students to come to school daily. Incentives that are of interest to student. • Parent liaison to help build the bridge. 	<p>students</p> <ul style="list-style-type: none"> • Student of the Month • Home visits by school counselors, CWA and other support staff 	
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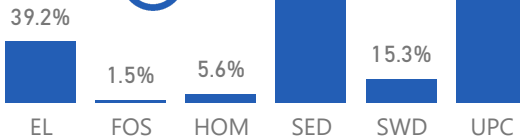
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



393

Enrollment



December

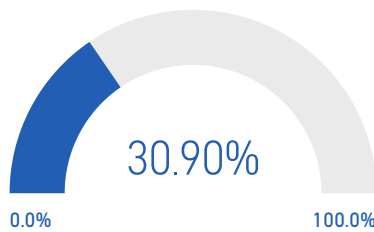


CWA

67

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

97%

ELA: K-11

On-Track

24%

Percent



Participation

97%

Math: K-8

On-Track

14%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

64%

Percent GL Tested

ELPAC IA

9

Total Tested

Reclassification

3

RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

644

Total Test Count

Ready Class

963

Total Test Count

Saavas

7

Total Test Count



Plus Survey

School Climate

17.9%

82.1%

I feel like I am part of this school.

20.0%

80.0%

At my school, there is a teacher or other adult who really cares about me.



Enrollment

school search

Roosevelt Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-2↓

Dec-Jan change

01-Aug

401

Enrollment

06-Jan

391

Enrollment

02-Sep

393

Enrollment

03-Oct

393

Enrollment

04-Nov

393

Enrollment

05-Dec

393

Enrollment

SUSD RA v1.1

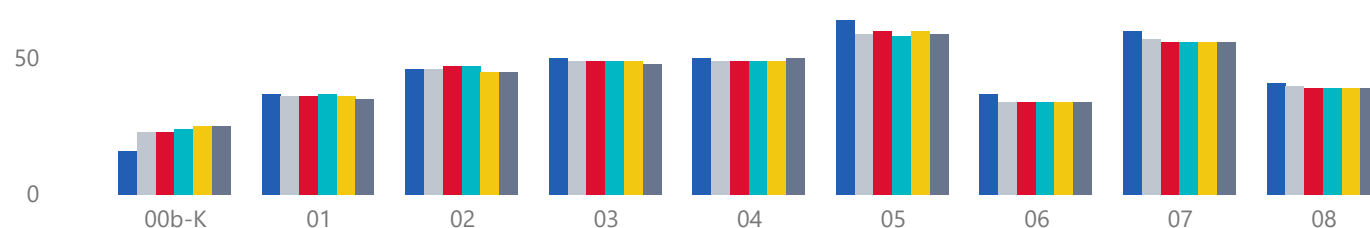
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

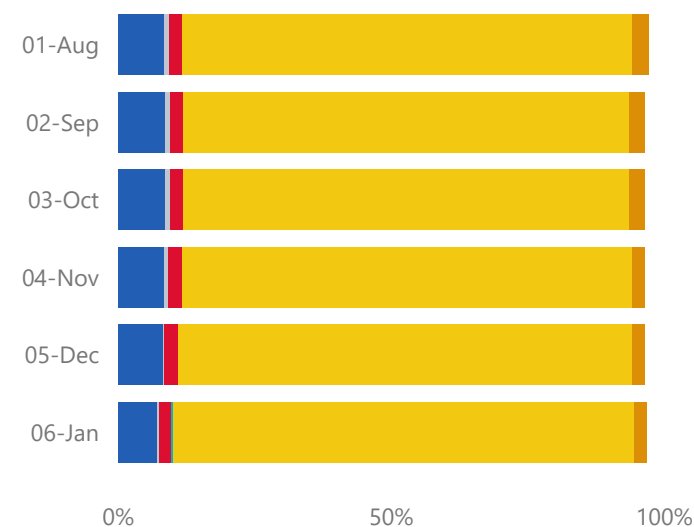
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



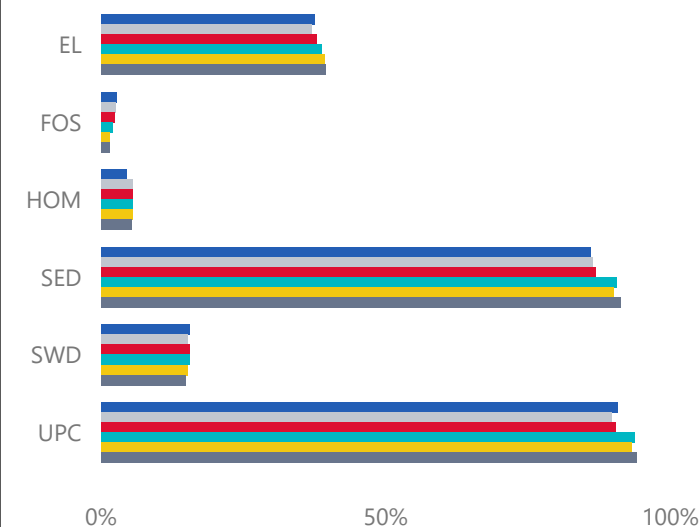
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Roosevelt Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

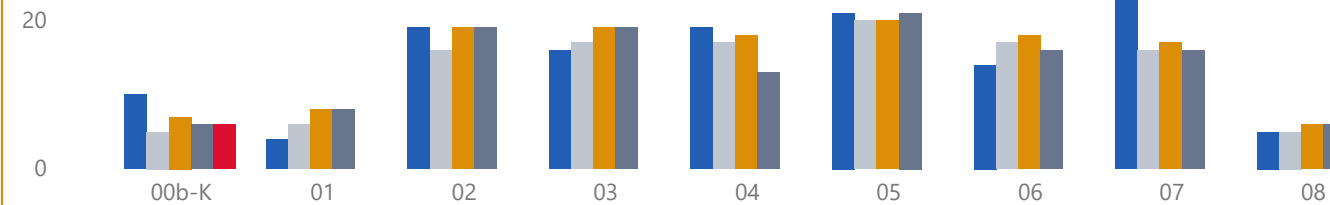
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

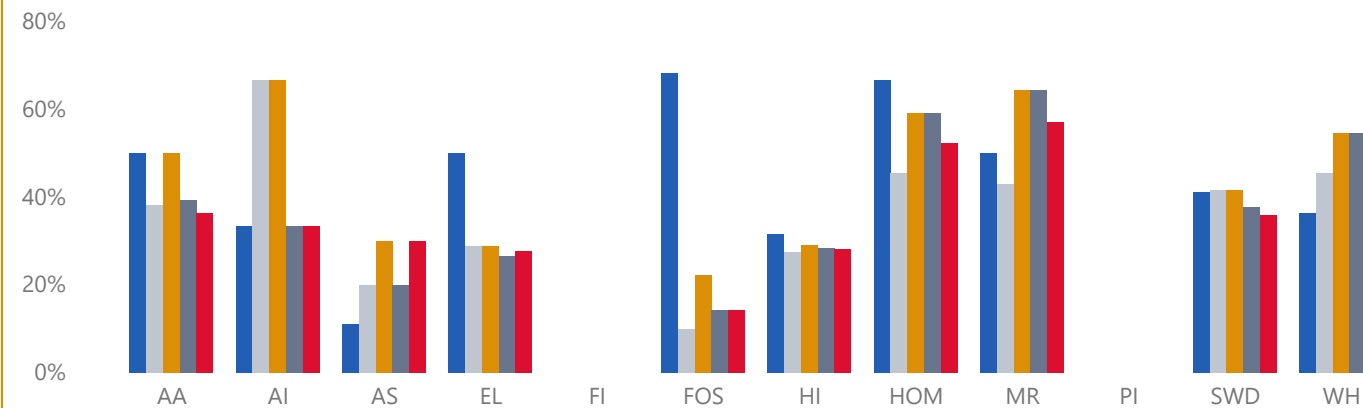
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



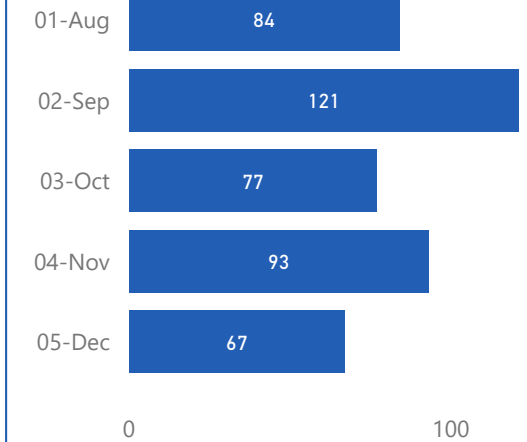
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

93%

Fall

97%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

27%

Fall

24%

Winter

Spring

2+ Below

56%

Fall

52%

Winter

Spring

No Gro...

38%

All

31%

Winter

Spring

iReady Percent On-Track

Student Group	Diagnostic (01-Fall)	02-Winter
00	52%	63%
01	42%	20%
02	22%	
03	28%	21%
04	21%	16%
05	24%	22%
06	25%	29%
07		26%
08	32%	28%
AA	30%	23%
AI	67%	
ALL	27%	24%
AS	25%	44%
EL		
HI	25%	22%
MR	38%	50%
SBAC	23%	23%
SED	25%	23%
SWD		
WH	30%	38%

iReady Percent Two or More Years Below Grade Level

Student Group	Diagnostic (01-Fall)	02-Winter
01		
02	44%	39%
03	51%	50%
04	60%	61%
05	74%	63%
06	75%	68%
07	88%	67%
08	68%	69%
AA	60%	55%
AI	33%	100%
ALL	56%	52%
AS	75%	44%
EL	75%	66%
HI	57%	53%
MR		21%
SBAC	69%	63%
SED	56%	52%
SWD	85%	88%
WH	60%	50%

iReady Percent No Growth (since Winter 2019)

Student Group	Diagnostic (01-Fall)	02-Winter
01		
02	17%	
03	36%	25%
04	33%	30%
05	53%	36%
06	41%	45%
07	63%	48%
08	41%	39%
AA	48%	33%
AI		
ALL	38%	31%
AS		
EL	39%	32%
HI	38%	32%
MR		25%
SBAC	45%	37%
SED	38%	32%
SWD	60%	42%
WH	67%	25%

F-W Growth

48%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	61%
01	15%
02	38%
03	49%
04	38%
05	56%
06	41%
07	72%
08	50%
AA	54%
AI	0%
ALL	48%
AS	50%
EL	47%
HI	47%
MR	36%
SBAC	52%
SED	48%
SWD	52%
WH	71%

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

963

Total Test Count

Saavas

7

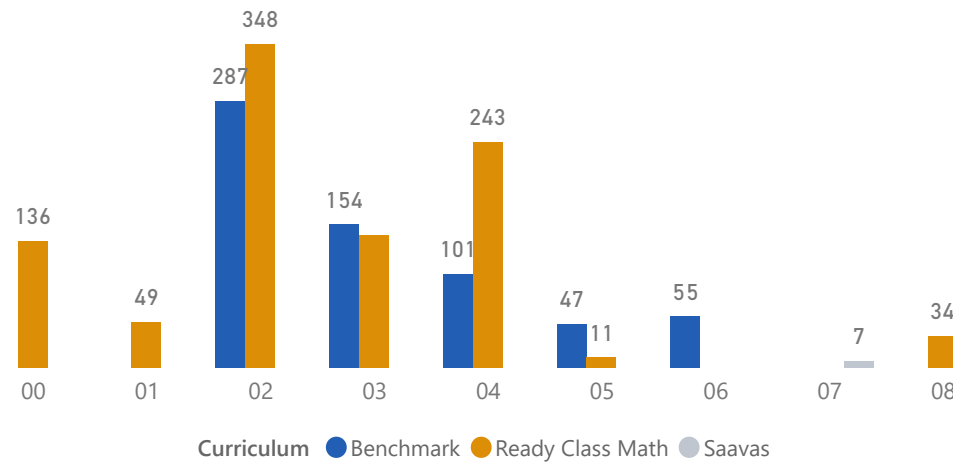
Total Test Count

Benchmark

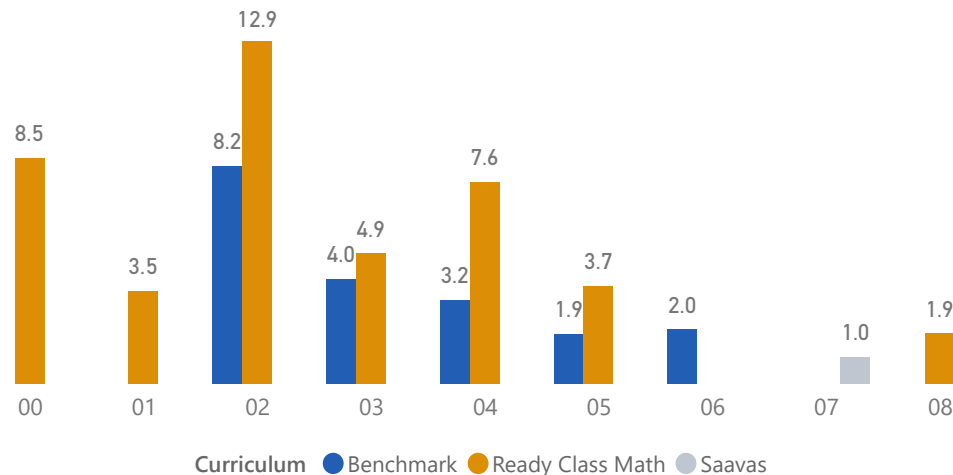
644

Total Test Count

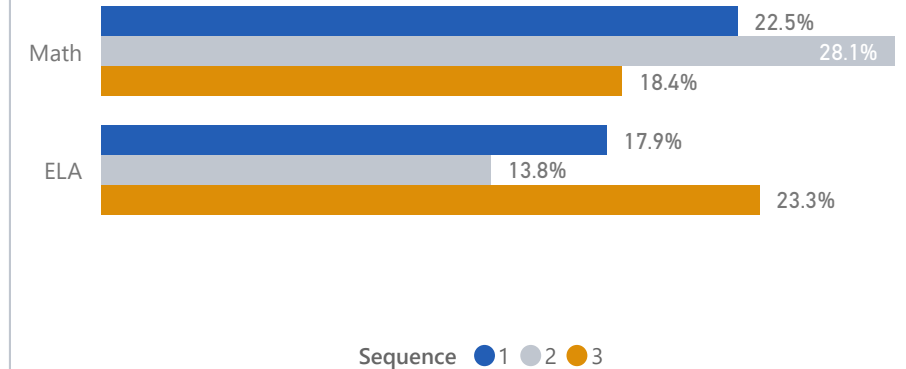
Curriculum: Test Count



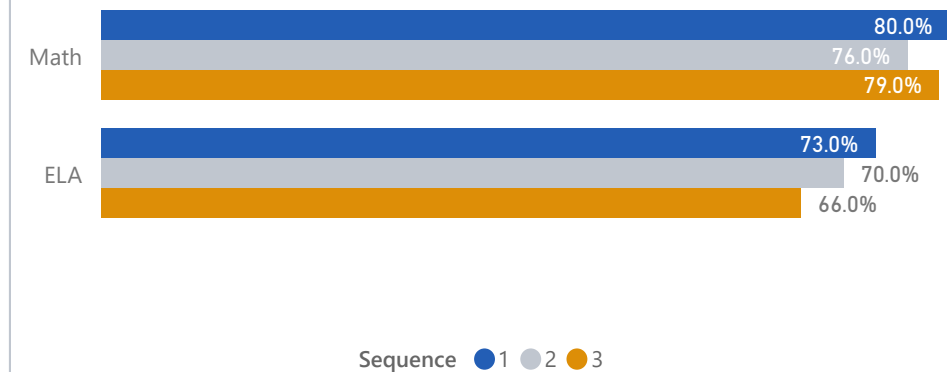
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

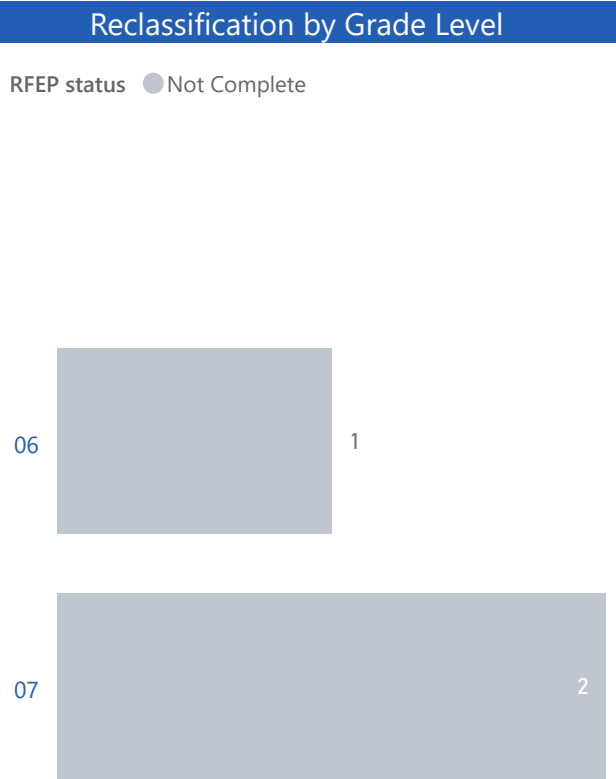
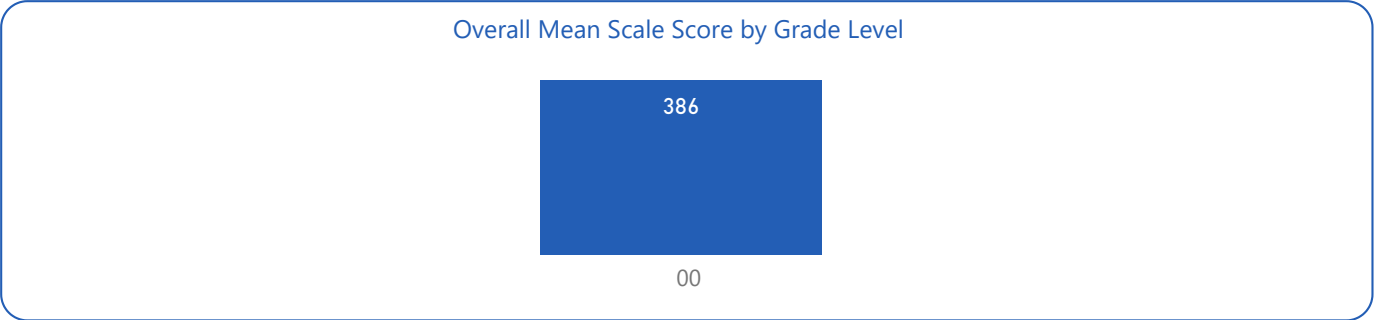
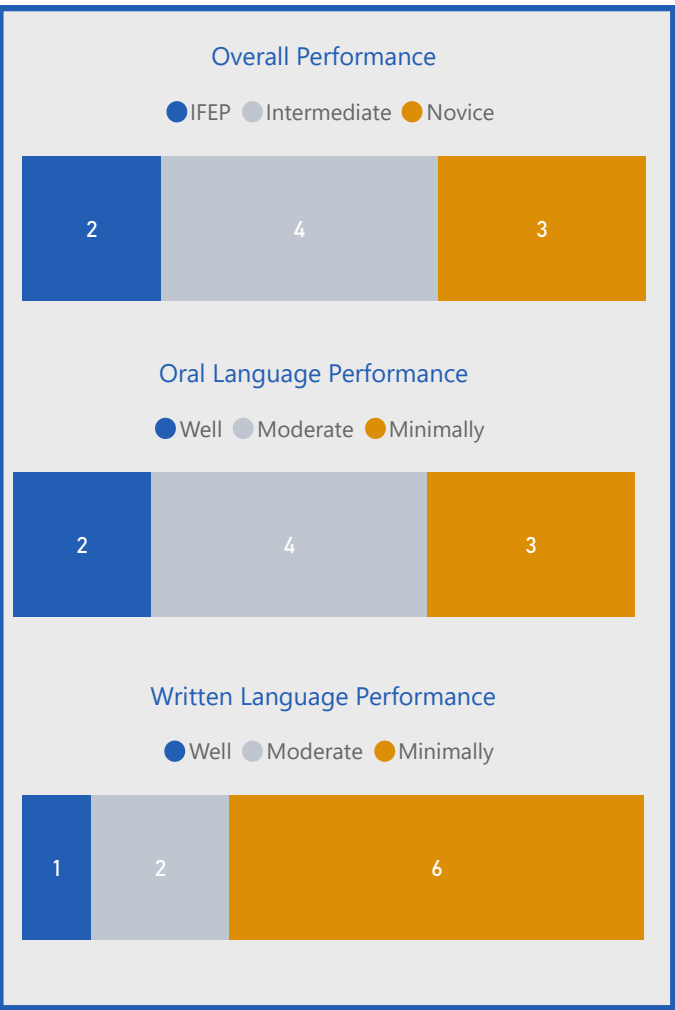
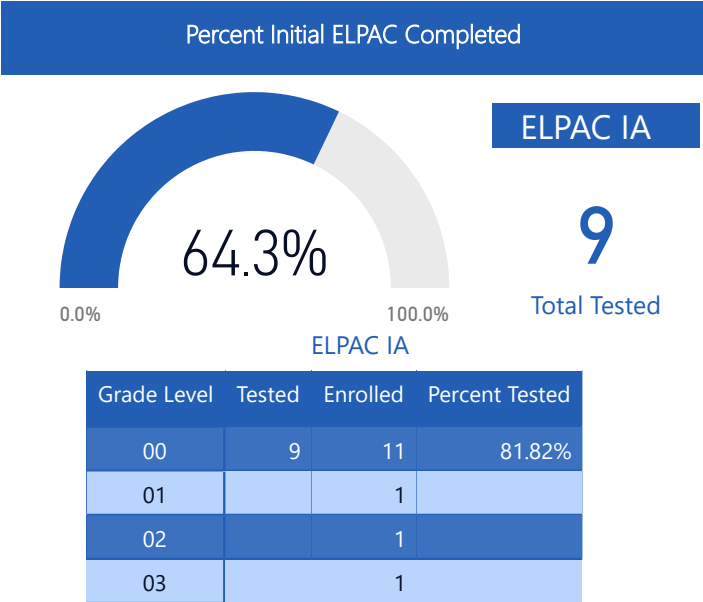
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

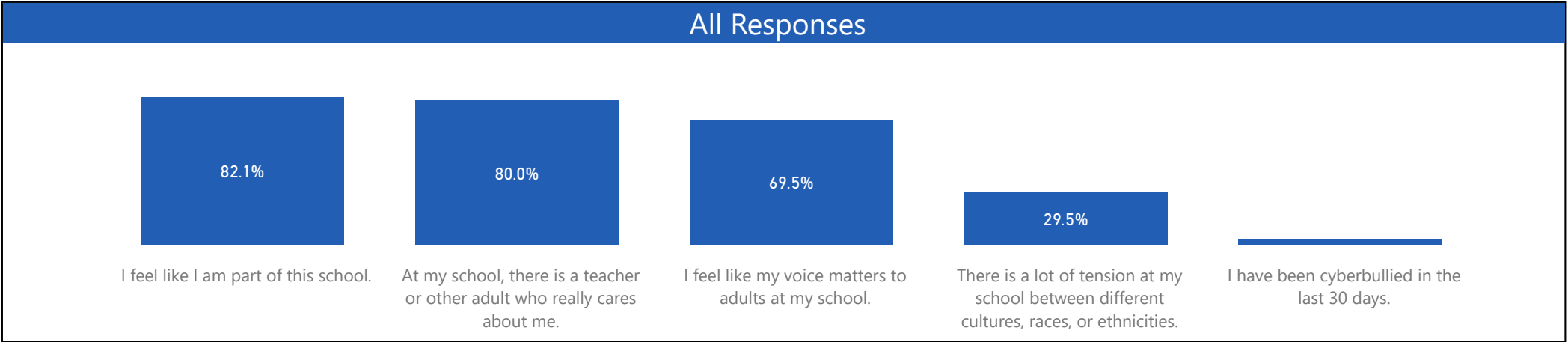


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

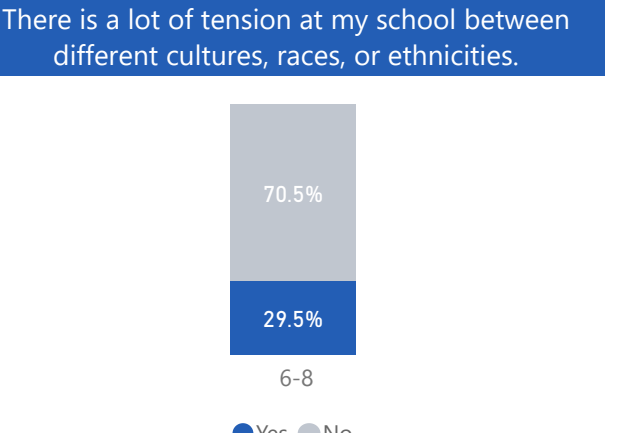
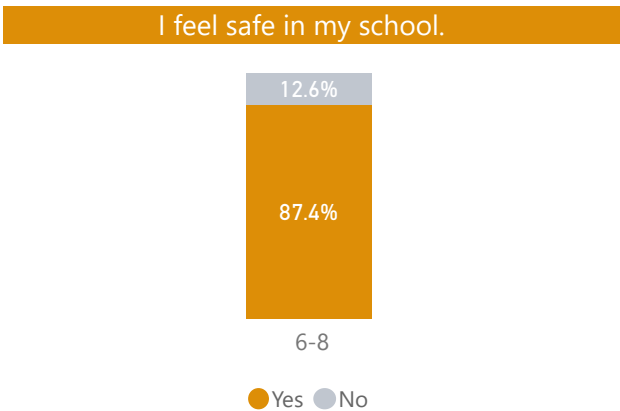
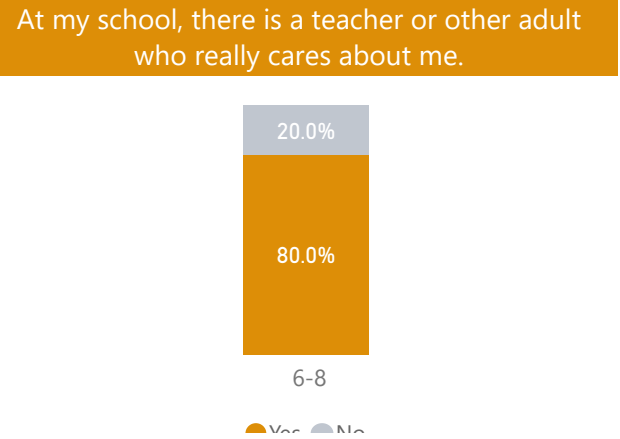
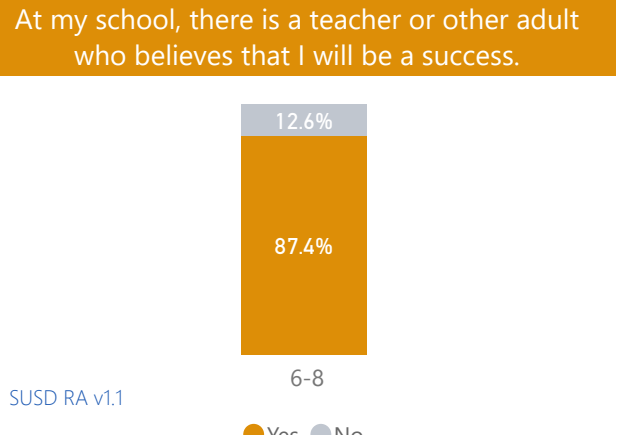
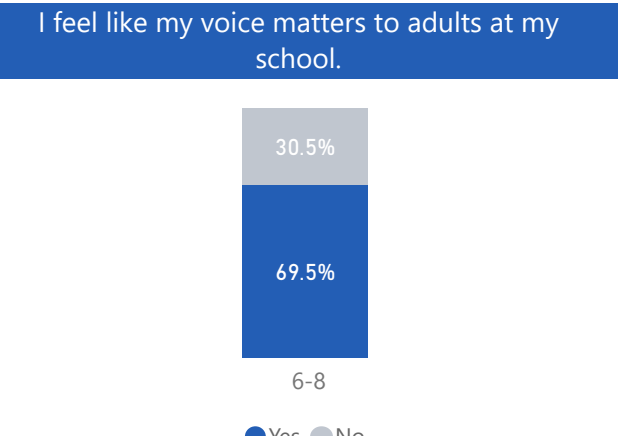
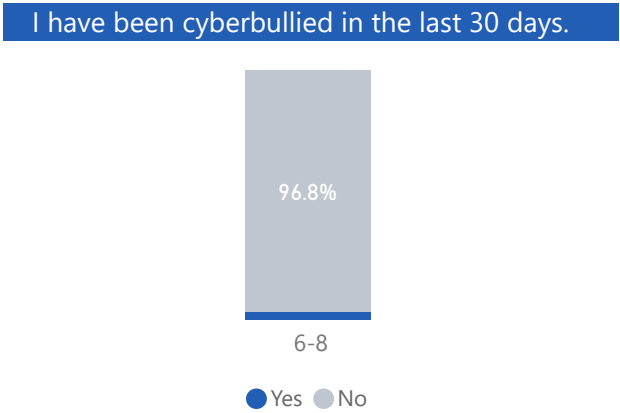
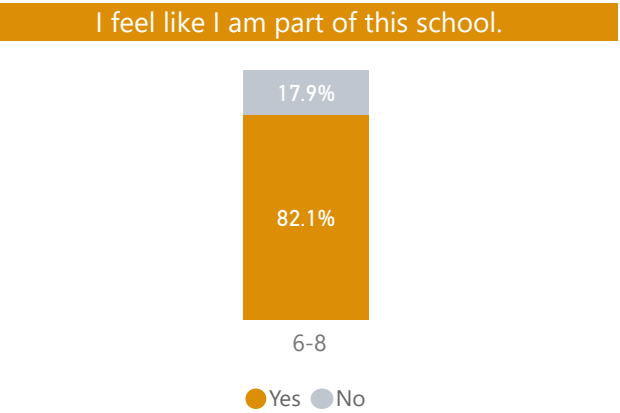
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
(Bla...	95	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term,

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

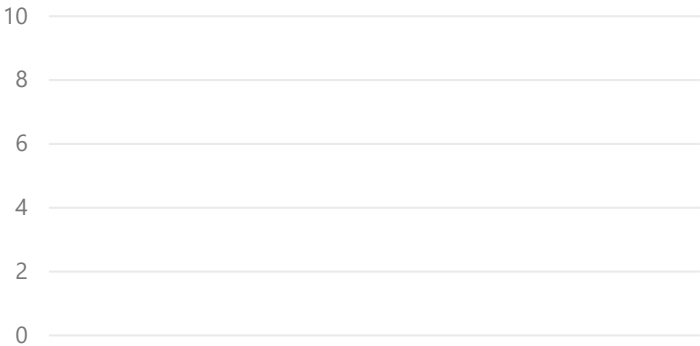
All

MDTP: Fall Diagnostic

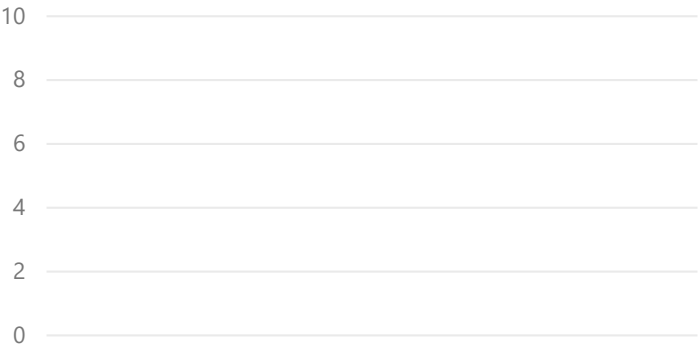
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Feedback Suggestions Comments
Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Participation

92%

Fall

97%

Winter

Spring

On Track

20%

Fall

14%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

2+ Below

51%

Fall

50%

Winter

Spring

No Gro...

37%

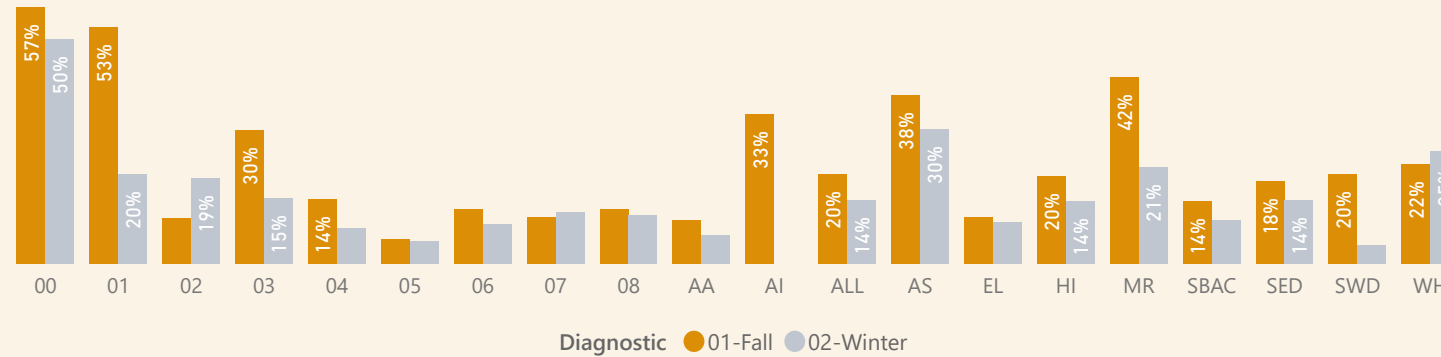
All

31%

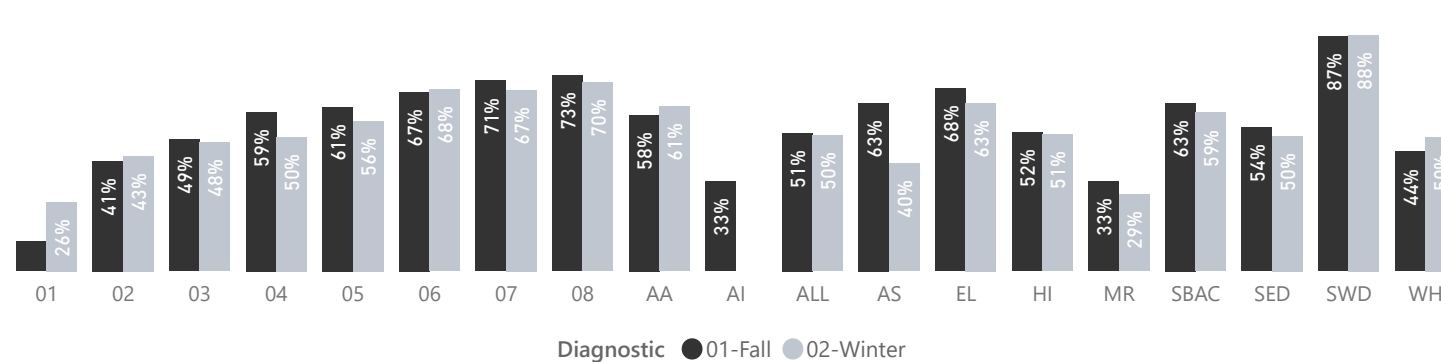
Winter

Spring

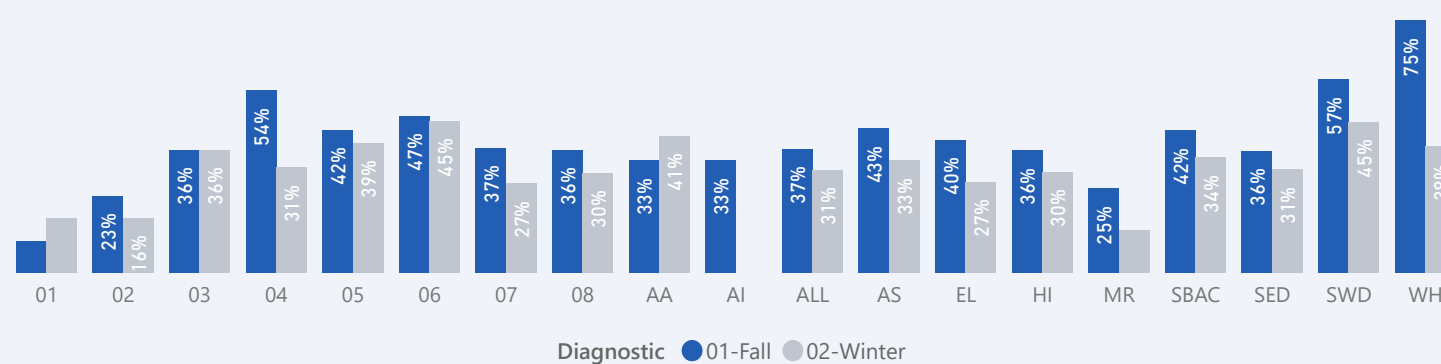
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



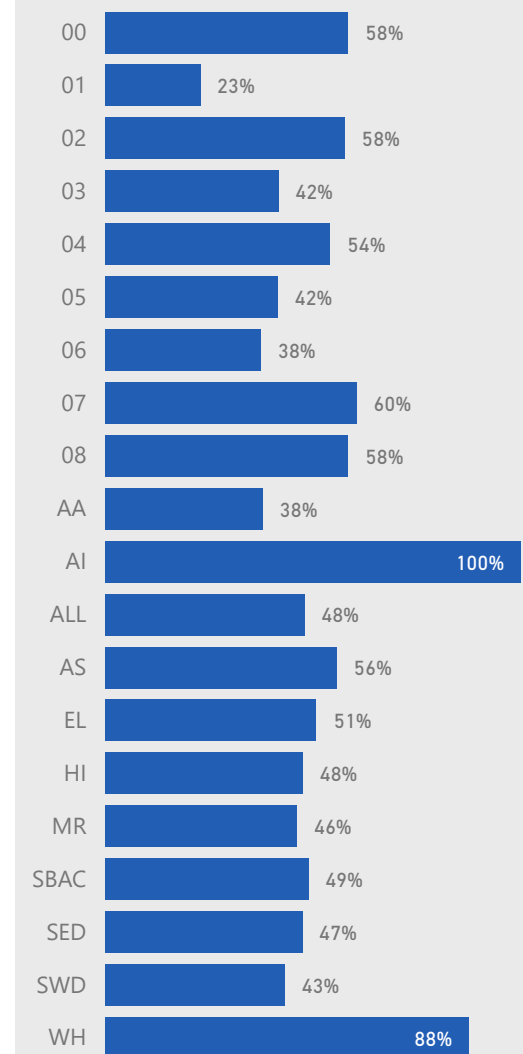
F-W Growth

48%

All

F-S Growth

iReady F-W Typical Growth



Early Literacy Support Block Grant

Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

LEA/District: Stockton Unified

LEA/District Contact/Project Director:

Site(s): Roosevelt

Site Administrator(s): Janice Roberts-Principal

Early Literacy Team Member	Role (Include title and/or grade level)
Janice Roberts	Principal
Chanry Sok	Kindergarten teacher
Karen Newton	1 st Grade Teacher
Taisha Reed	2nd Grade Teacher
Adriana Soriano	3 rd Grade Teacher
Jennifer Ryan	Instructional Coach

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Advance	Benchmark Foundational Skills Assessment Book & Informal Assessment Book
	Language Comprehension	Benchmark Advance	Benchmark Weekly and Unit Assessment Book & Interim Assessment Book
	English Language Development	Benchmark Advance –Designated ELD	Benchmark Advance- Designated ELD Assessment Book
Tier 2: Targeted, Supplemental Supports	Phonological Awareness	Benchmark Advancing Phonics Book (K-2)	Assessing Reading: Multiple Measures Book
	Fluency (K-6), Phonics and Word Recognition (K-6), Language Mini Lessons (K-1), Phonological Awareness (K-6), Print Concepts (K-3)	Benchmark Advance Intervention Books	Assessing Reading: Multiple Measures Book
	Phonics	Benchmark Universe- Interactive Teacher Resources	Assessing Reading: Multiple Measures Book
Tier 3: Intensive, Individualized Supports		RSP	

Link to Grades TK/K–3 Master Instructional Schedule https://docs.google.com/document/d/1aw_LmUHlIU8kyfDyv0GdIJOCfsbY6PwUfkmRiGppsRQ/edit?usp=sharing

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT</p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>The literacy team (principal, ELA coach, and K-3 teacher representatives) was created in January and began to attend both ELSB grant sessions and site team meetings. The literacy team had met over the course of several months to discuss effective literacy instruction, assessments, data, achievement challenges, possible solutions, and needs. While there were many possible causes at the beginning, the team looked at which ones were in their control. From that list, the team narrowed down problems into three main groups of inconsistent training in ELD strategies, inconsistent assessments, and inconsistent collection and analysis of data. Once those problems were narrowed down, the team investigated possible solutions to address the root causes of low reading scores. Their work, discoveries, and ideas were then shared with other teachers, school staff, and parents.</p> <p>The Root Cause Analysis Jamboard was presented to the staff during a staff meeting (April 20, 2021) and to parents during a School Site Council meeting (May 19, 2021). During both of these meetings the principal and the ELA coach shared the process that was used to create our problem statement and identify the root causes of low reading proficiency scores as measured on the iReady assessments. It was shared that this process revealed that there was an inconsistent assessment/screening process, ELD training, vertical planning time, and intervention program. Further discussions around root causes to our current situation of 78% of our K-8 students not being on grade level in reading occurred during a leadership meeting (May 18, 2021). Those discussions also identified that inconsistencies with school wide strategies, practices, routines, and intervention has played a role in low reading scores. The principal shared how funding additional personnel</p>	<p>Staff Meeting Agenda (April 20)</p> <p>Root Cause Analysis Jamboard</p> <p>School Site Council Meeting Agenda</p> <p>School Site Council Meeting Minutes</p> <p>Leadership Notes</p> <p>Literacy Team Meeting Notes</p> <p>Staff Meeting Agenda (May 4)</p>

	<p>like the coach and program specialist would help with continued professional development for teachers and intervention for students, respectively.</p> <p>To provide the staff with more information on the program that the team was looking into to address foundational reading skills concerns a representative from Collaborative Classrooms attended the May 4th Staff Meeting to share the components of the SIPPS program and how they could address the needs reflected in the school data.</p>	
<p>1.2 ROOT CAUSE ANALYSIS</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>During the initial ELSB grant sessions and site team meetings the literacy team focused on effective components of decoding and language comprehension. The team had the opportunity to identify when those effective components appeared in the district adopted reading curriculum <i>as they completed the note catchers</i>. Two areas that became an area of concern as the team looked through the curriculum <i>and the iReady data</i> were phonics and vocabulary. <i>The team discussed how these areas need to be strengthened in order to see progress in reading comprehension</i>. While the current reading curriculum has a phonics section, more phonics practice is needed. Phonics appears daily in K-2nd grade, but only two times a week in 3rd grade. The team agreed that this was not enough exposure for the high amounts of students who have not mastered the previous grade's standards. This became more apparent as team members shared data from iReady, and foundational skills assessments (2nd-3rd fluency, K-1st letter sound recognition, K-2 High frequency words).</p> <p>During a subsequent ELSB grant session the team participated in a root cause analysis protocol. <i>Based on all that the team had learned and discussed so far, they came up with a problem statement (50% of third grade students are two or more grade levels below in reading complex grade- level text). From that statement they brainstormed the causes that led to the problem. As the team shared and reflected on the causes they reflected how they may have contributed to the</i></p>	<p>iReadyDiagnostic Results (winter 2021) Literacy Team Meeting Notes Root Cause Analysis Jamboard School Data Analysis K/1 Foundational Skills Data Fluency Scores (Benchmark Advance Fluency Assessment) Language Comprehension Note Catcher Word Recognition Note Catcher</p>

	<p>problem. After sharing the problems the team categorized them as a way to narrow its focus.</p> <p>While the team discussed the <i>why</i> behind the problem statement, there was a common word that arose, inconsistent. The team discussed the inconsistent use of the curriculum routines for foundational skills, inconsistent opportunities for English Language Development training among staff, and inconsistent progress monitoring of foundational skills at the site level, as well as a way to intervene with our most striving students.</p>	
<p>1.3 NEEDS ASSESSMENT</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance</p>	<p>The literacy team participated in team meetings and ELSB grant sessions to discuss solutions to the root causes of the school's low reading scores. The team discussed programs, materials, professional development, and personnel that would help meet its goals. It was decided that the SIPPS program would help meet the need for a consistent intervention program that would focus on foundational skills, specifically phonics and fluency. In order to implement SIPPS with integrity, the team will attend a workshop for teachers new to SIPPS hosted by Collaborative Classroom. The need for a full time instructional coach was discussed in order to support teachers with the implementation of SIPPS and the Benchmark tier 1 instruction by providing ongoing coaching opportunities like coplanning, co-teaching, and observation/ feedback. The instructional coach would also be responsible for facilitating data conferences and lesson studies. Another personnel need that the team discussed was that of a Program Specialist to help coordinate and implement intervention. The Program Specialist would work collaboratively with teachers to monitor student progress to maintain fluidity in groups as they move between Tiers I, II, and III. The Program Specialist will be responsible for facilitating in-depth data analysis with teachers to support them in creating individual student learning plans. With the focus on intervention, the Program Specialist would also organize and oversee</p>	<p>Smart Goals and Needs Assessment</p> <p>Team Meeting Notes</p> <p>ELSB Session Overview</p> <p>Staff Meeting Agenda (May 4)</p> <p>Program Specialist Job Description</p> <p>SIPPS Virtual Workshop</p> <p>GLAD training</p> <p>Instructional Coach Job Description</p> <p>Instructional Assistant Job Description</p>

data, data on effective and ineffective practices, and equity and performance gaps.	<p>the tutorial program by using data to identify students and their needs. The Program Specialist will also monitor and oversee the placement of the instructional assistant in K-3 for literacy support. The Program Specialist will also pull groups to provide Tier 2 intervention.</p> <p>In order to have a consistent screening/diagnostic system to monitor the progress on foundational skills, the team chose to use assessments from the Assessing Reading: Multiple Measures book and SIPPS program. Since there is a need to have the data available to monitor progress, the team decided that the data will be collected in Illuminate. The team also decided there needed to be time during the contractual day in order to review and act upon the data.</p> <p>For year two, the team saw the need to add a focus on language acquisition strategies, in particular those that would have a great impact on our English Learners. It was decided that training in GLAD strategies would help teachers meet this need. To assist with the implementation the instructional coach will facilitate lesson studies so teachers can have opportunities to discuss best practices with the GLAD strategies and how to incorporate them with the district curriculum. In order to track progress with our goals the team decided that there was a need to have release time to have data conferences so that trends can be identified and then a plan to act on the data can be created.</p> <p>For year three, the team will continue with professional development with the SIPPS program and continue with the data conferences to monitor progress. To add extra support with the small groups the team discussed hiring an instructional assistant if funds allowed.</p>	
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal <i>“Big Picture”</i> Focus of improvement centered on TK/K–3 literacy instruction	2.1 Rationale <i>“Why you chose the goal”</i> Connect to stakeholder engagement, root cause analysis, and needs	2.1 Evidence <i>“Artifacts that back up the rationale and support why you chose the goal”</i>	2.1 Action Item(s) <i>“Specific, timebound actions that describe how the literacy</i>	2.2 Metrics <i>“How you will measure progress on actions (implementation) and/or</i>

<ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	assessment evident in identified goals.	Include links to supporting evidence.	instructional program will be improved” <ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	growth (student data) and how often” Articulate plan that includes: <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
Example: Provide explicit, systematic phonics instruction	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	<i>Screening data shows low student performance.</i> <i>[Insert Link] Link to needs assessment and root cause analysis provided</i>	<i>By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions By the first month of school, groups formed based on placement data</i>	<i>PD Plan Invoices Placement assessment data SIPPS Mastery test data Classroom implementation observation data</i>
Example: Provide explicit, academic vocabulary instruction.	Example: <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	Example: <i>Screening data revealed low student scores in vocabulary across K–3.</i> <i>[Insert Link] Link to needs assessment and root cause analysis</i>	Example: <ul style="list-style-type: none"> • By August 2022 (Year 3), purchase Academic Vocabulary Toolkit • By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions 	Example: <i>PD Plan Invoices iReady diagnostic data Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit) ELPAC data</i>
1. We will improve our K-3 knowledge and instruction of explicit systematic foundational skills (specifically phonics and fluency).	Root cause analysis and needs assessment revealed inconsistent delivery of foundational skills instruction.	iReady , fluency , and foundational skills assessments showed low student scores in phonics.	By the end of August 2021, a professional development calendar will be created. By September 2021, dates for data conferences will be selected. By September 2021, K-3 teachers and coach will have completed the CORE OERA training. By September 2021, the SIPPS	PD Schedule Lesson study rounds iReady Diagnostics data Benchmark weekly and unit data CORE phonics survey SIPPS data Data conference forms

			<p><i>program will be purchased.</i></p> <p><i>By October 2021, initial SIPPS training for all K–3 teachers, coach, program specialist, and admin will be completed.</i></p> <p><i>By October 2021, student groups will be formed based on placement data.</i></p> <p><i>By November 2021, the SIPPS program will be implemented in addition to Benchmark Advance Phonics mini-lessons.</i></p> <p><i>By June 2022, 5 released days will have been used for data conferences.</i></p>	
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2. We will improve our K-3 implementation and collection of valid, predictive and reliable data.	Root cause analysis and needs assessment revealed inconsistent assessment collection.	Literacy team meetings revealed that a valid, predictive and reliable common foundational skills assessment was not being given.	<p>By September 2021, teachers will be trained on how to use Illuminate to collect data from assessments/screeners (Multiple Measures, SIPPS, Benchmark).</p> <p>By September 2021, an assessment calendar will be created to include district and site selected assessments.</p> <p>By September 2021, dates for data conferences will be selected.</p> <p>By September 2021, a data form/ protocol to be used at data conferences will be selected/created.</p> <p>By June 2022, 5 released days will have been used for data conferences.</p> <p>By June 2022, teachers will have administered the district required assessments and site selected assessments.</p> <p>By June 2022, teachers will have administered 3 iReady diagnostics.</p>	<p>iReady Diagnostics data</p> <p>Benchmark weekly and unit data</p> <p>Assessments from Multiple Measures Book</p> <p>SIPPS data</p> <p>Data conference forms</p> <p>Illuminate data collection</p>
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3. We will improve our K-3 knowledge and instruction of English Language Development instruction.	Root cause analysis and needs assessment revealed that staff has not received the same level of ELD training.	Literacy Team meetings revealed that teachers needed more training on language acquisition strategies. iReady data analysis revealed that there is a need to focus on language acquisition based on the high percentage of students in tier 3 in vocabulary. Our EL data places our ELs in the lowest performing category on the California School Dashboard. It also shows that ELs in the 8th grade have been in the ELD program for 8-9 years.	<p>By August 2022 (year 2), GLAD training for K-3 teachers, coach, program specialist, and administration will be purchased.</p> <p>By the end of August 2022, a calendar of GLAD trainings and lesson study dates will be created.</p> <p>By June 2022, teachers will have completed the GLAD online training.</p> <p>By June 2022, teachers will have participated in at least 3 lesson studies using the GLAD strategies.</p> <p>BY June 2022, teachers will have incorporated at least 3 GLAD strategies into lessons using the Benchmark curriculum.</p>	<p>On Going Coaching</p> <p>Lesson Study</p> <p>iReady Diagnostic data (vocabulary domain)</p> <p>ELPAC scores</p> <p>Benchmark weekly and unit assessments</p> <p>SBAC results for 3rd grade</p>
[Insert additional rows as needed for additional goals.]				
2.3 Expenditures Consistent with Categories ELSB Budget Link to ELSB Budget documents.				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)
Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>

	<p>By September 2021, fund half a program specialist position and hire a program specialist to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</p> <p>By August 2021, we fund half an instructional coach position so that the site will have a full time coach on campus (currently the district pays for the site to have a half time coach) .</p> <p>By August 2023 (year 3), hire an instructional assistant (if funds permit, with carry over money).</p>	<p>As seen in our iReady data, our root cause analysis, and our needs assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need and the team felt the extra support from a program specialist, an instructional coach, and an instructional assistant would be beneficial.</p>	<p>A majority of our K–3 students are testing below proficiency in phonics according to our district diagnostics. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A program specialist will be utilized to support, monitor, and run intervention. An instructional assistant will also support small group instruction using SIPPS and Benchmark material. An instructional coach will support the implementation of the SIPPS program, implementation of the Benchmark curriculum, and facilitation of professional development around best practices and data analysis.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to the school's state approved core curriculum website. Or [Insert Link] Link to needs</p>	<p>Example (rationale): Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>

		assessment indicating not a priority	
	No action	Benchmark Advance Link to the district's state approved core curriculum website. Culturally Authentic and Responsive Text Link to district's approved materials	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction so we are not including it in this action plan. 2nd and 3rd grade classrooms also have a collection of culturally authentic literature and informational texts provided by the district.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.	By June 2022, K-3 teachers, coach, program specialist, and administration will have completed the online elementary reading academy training with CORE.	As seen in our iReady data , our root cause analysis , and our needs assessment , there is a need for professional development in literacy instruction.	A majority of our K-3 students are testing below proficiency in reading according to our district diagnostic. By having release time for monthly professional development around foundational skills teachers will deepen their knowledge around effective tier 1 instruction and practices. By holding monthly data conferences, we can closely monitor student progress in foundational skills and identify any trends.
	By June 2022, K-3 teachers will have had monthly professional development around foundational skills provided by the coach.		
	By June 2022, K-3 teachers will have completed 5 data conferences with administration and the coach to analyze literacy achievement data (foundational skills assessments, curriculum assessments, diagnostics). (* for year 1 only, 4 data conferences will be paid with ELSB grant money and the 5th will be paid with other school funds.)		

Commented [1]: Need to fill out all boxes.

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3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	By August 2022, GLAD training (Year 2) for K-3 teachers, coach, program specialist, and administration will be purchased. By the end of August 2022, a calendar of GLAD training (Year2) and lesson study dates will be created. By June 2022, K-3 teachers, coach, program specialist, and administration will have completed GLAD training (Year 2).	As seen in our EL data , iReady data , our root cause analysis , and our needs assessment , there is a need for professional development in language acquisition strategies especially for supporting our English Learners.	A majority of our K–3 students are testing below proficiency in reading according to our district diagnostic, the California School Dashboard, and ELPAC results. The data from both the California School Dashboard and district diagnostics show that ELs are a subgroup who is further away from being proficient readers. By attending trainings focused on language acquisition and having release time to complete lesson study sessions, teachers will deepen their knowledge around effective tier 1 instruction as well as refine tier 1 practices . By holding data conferences, we can closely monitor student progress in foundational skills and identify any trends. This data will drive coaching support.

- Commented [3]: provide rationale
- Commented [4R3]: added a rationale
- Commented [5R3]: added more evidence

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	Example (action item): <ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plans as well as cycles of improvement. By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.	Example (action item): Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.
	Example (action item): <ul style="list-style-type: none"> By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By the end of Year 2, May 2022, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. 	Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics. Attached is our professional learning plan [Insert Link] to support teachers, from initial training through	Example (action item): Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.

	<ul style="list-style-type: none"> By the end of Year 2, May 2022, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.	Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.
	<p>By September 2021, purchase SIPPS for implementation.</p> <p>By October 2021, initial SIPPS training for all K–3 teachers, coach, program specialist, and admin will be completed.</p> <p>By October 2021, groups will be formed based on placement data.</p> <p>By June 2022, 5 released days will have been used for data conferences.</p>	As seen in our iReady data , our root cause analysis , and our needs assessment a majority of our K–3 students are testing below proficiency in vocabulary and phonics.	Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students in addition to our Benchmark curriculum, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments. Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic	Example (rationale): No action	Example (rationale): [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.	Example (rationale): Our district already provides and collects data from evidence-based diagnostic assessments. Our district

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assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.		Or, [Insert Link] link to needs assessment indicating not a priority.	already provided training regarding the use of the assessments.
	By September 2021, purchase SIPPS for implementation. By September 2021, teachers will be trained on how to use Illuminate to collect data from assessments/screeners (Multiple Measures, SIPPS). By September 2021, an assessment calendar will be created to include district and site selected assessments.	Assessment Calendar Link to district expectations/resources of evidence-based diagnostic assessments. Multiple Measures Link to district resource of evidence-based diagnostic assessments. Needs assessment Link to needs assessment. SIPPS Link to SIPPS website	While our district already provided training regarding the use of the assessments from the Multiple Measures two years ago, some of the K-3 teachers are newer and did not receive that training. Therefore, the instructional coach will facilitate training around the assessments and their implementation. The use of SIPPS assessment will be new to all teachers so training on its implementation is necessary so the data collected is accurate and reliable. Assessment training is needed so all teachers have the same knowledge around the selected assessments and how to administer them. Since Illuminate will be a new platform to collect data for some of the teachers, training on how to use it and use the resources it provides will be necessary.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 3 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)

3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	Example (action item): <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	Example (action item): <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i> <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	Example (action item): <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	no action	Step Up Program	Since our school has an after school program that is sponsored by the district we chose not to include it in our plan.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	Example (rationale): <i>No action</i>	Example (rationale): <i>[Insert Link] Link to the school's state approved core curriculum website.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	Example (rationale): <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>
	no action		We are not including this in our plan because it does not show up as a solution to our root cause analysis.

3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	no action	District PBIS Link to district's PBIS resources. School PBIS Link to school PBIS information.	We did not include this in our plan because attendance and school climate are addressed through PBIS at the site and district level.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	no action	Second Step curriculum is the district's approved socioemotional curriculum.	We chose not to include this in our plan because K-3 teachers have a district approved socioemotional curriculum.
3.3e EXPANDED ACCESS Expanded access to the school library.	no action	Needs assessment Link to needs assessment shows this is not a priority.	We did not include this in our plan because teachers have access to the school library and are able to take students on a biweekly schedule.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	Example (action item): <ul style="list-style-type: none"> By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided. By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform support available to pupils as well as families. 	Example (action item): As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities. Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].	Example (action item): Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction. Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.
	no action	Trauma Informed Resources Link to the district's resources.	We do not need to create an action item around the provision of trauma informed practices because these supports are already addressed by the district's Mental Health & Behavior Support Services.
3.4b MENTAL HEALTH RESOURCES	Example (rationale): No action	Example (rationale): [Insert Link] Link to school budget/SPSA/LCAP that	Example (rationale):

Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.		<i>indicates allocated funds for mental health resources.</i> <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i>
	<i>no action</i>	Mental Health & Behavior Support Services Link to the district's resources.	<i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school counselor and district's Mental Health & Behavior Support Services.</i>
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (Rtl) approach.	no action	...School MTSS Link to school's MTSS plan District MTSS Link to district's MTSS plan	<i>We do not need to create an action item around the provision of MTSS and RTI because this system is being addressed in our school plan.</i>
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	no action	parent liaison job description	We did not include it in our plans because the school has a parent liaison who coordinates education opportunities for parents.

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3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	no action	parent liaison job description	We did not include it in our plan because the school has a parent liaison who coordinates multiple events to improve parent and community engagement.

Proposed Budget Summary (Revised 5/2021)

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Instructions:

Each grant recipient must submit this form to reflect proposed expenditures during the grant period of December 1, 2020, through June 30, 2024.
The Total for the four years MUST match the amount listed on the Grant Award Notification.

Object Code	Line Item	Planning Year	Implementation Year 1	Implementation Year 2	Implementation Year 3	Total
1000	Certified Salaries	8,988	\$ 115,424.08	\$ 120,011.20	\$ 111,079.00	\$ 355,502.28
2000	Classified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
3000	Employee Benefits	619	\$ 44,295.00	\$ 44,583.00	\$ 43,894.00	\$ 133,391.00
4000	Books and Supplies	\$ -	\$ 19,587.92	\$ 3,912.80	\$ 24,334.00	\$ 47,834.72
5000	Services and Other Operating Expenditures: excluding Subgreement for Services and Travel	\$ -	\$ 240.00	\$ 11,040.00	\$ 240.00	\$ 11,520.00
5200	Participant Travel/Project Staff Travel	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Indirect Costs: must not exceed lead agency's negotiated rate	393	\$ 8,166.00	\$ 8,166.00	\$ 8,166.00	\$ 24,891.00
5100	Subagreement for Services	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total		\$ 10,000.00	\$ 187,713.00	\$ 187,713.00	\$ 187,713.00	\$ 573,139.00

Proposed Budget Narrative for Planning Year

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Additional hourly compensation for 1 instructional coach to determine root cause, prepare needs assessment, develop a three year Literacy Plan, participate in SCOE trainings and write grant (1 coach X 60 dollars per hour X 21 hours= \$1260)	Roosevelt	\$ 8,988.00
1000	Certificated Salaries	Additional hourly compensation for 2 teachers to determine root cause, prepare needs assessment, develop a three year Literacy Plan, participate in SCOE trainings (2 teachers X 60 dollars per hour X 17.5 hours= \$2100)	Roosevelt	\$ -
1000	Certificated Salaries	Additional hourly compensation for 2 teachers to determine root cause, prepare needs assessment, develop a three year Literacy Plan, participate in SCOE trainings (2 teachers X 60 dollars per hour X 18 hours= \$2,160)	Roosevelt	\$ -
2000	Classified Salaries	NA	Roosevelt	\$ -
3000	Employee Benefits	NA	Roosevelt	\$ 619.00
4000	Books and Supplies	NA	Roosevelt	\$ -
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	NA	Roosevelt	\$ -
5200	Participant Travel/ Project Staff Travel	NA	Roosevelt	\$ -
7000	Indirect Costs		Roosevelt	\$ 393.00
5100	Subagreement for Services	NA	Roosevelt	\$ -
6000	Capital Outlay	NA	Roosevelt	\$ -
TOTAL				\$ 10,000.00

Proposed Budget Narrative for Year 1

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Salary for .5 program specialist to coordinate and run small groups for intervention.	Roosevelt	\$ 52,884.00
1000	Certificated Salaries	Salary for .5 instructional coach to provide professional development, ongoing coaching, and plan and organize data conferences.	Roosevelt	\$ 52,884.00
1000	Certificated Salaries	24 days -Funds to pay for substitutes for 6 teachers to attend 4 data conferences to analyze data, identify trends amongst grade levels, identify next steps and coaching support (24 x\$177.04)	Roosevelt	\$ 4,248.96
1000	Certificated Salaries	28 days - Funds to pay for substitutes for 4 teachers to complete 7 Modules of the OERA (Online Elementary Reading Academy) (28x177.04) 4,957.12	Roosevelt	\$ 4,957.12
1000	Certificated Salaries	7.5 hours - Additional hourly compensation for 4 teachers and 1 coach to complete the two 45 minute sessions of the OERA (Online Elementary Reading Academy) (5x 1.5hrs) x \$60 450.00	Roosevelt	\$ 450.00
2000	Classified Salaries	NA	Roosevelt	\$ -
3000	Employee Benefits	program specialist benefits 21,935 Instructional Coach benefits 21,935 Subs 52 x 7.79 Teacher Additional hourly - 5 hrs x 4	Roosevelt	\$ 21,935.00
		Subs 52 x 7.79		\$ 405.00
		Teacher Additional hourly		\$ 20.00
3000	Employee Benefits	.5 instructional coach benefits	Roosevelt	\$ 21,935.00
4000	Books and Supplies	Funds to purchase SIPPS materials (teacher manuals, trade books, fluency libraries, spelling cards) to support instruction that reinforces foundational skills. Instructional supplies	Roosevelt	\$ 19,587.92
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Funds to purchase SIPPS training (6 teachers, 1 coach, and 1 program specialist x \$30) to learn to understand its design examine scope and sequence, and gain understanding of lessons structure.	Roosevelt	\$ 240.00
5200	Participant Travel/ Project Staff Travel	NA	Roosevelt	\$ -
7000	Indirect Costs	\$ 7,377.00	Roosevelt	\$ 8,166.00
5100	Subagreement for Services	NA	Roosevelt	\$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	Roosevelt	\$ -
TOTAL				\$ 187,713.00

Proposed Budget Narrative for Year 2

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Salary for .5 of a program specialist position to coordinate and run small groups for intervention.	Roosevelt	\$ 52,884.00
1000	Certificated Salaries	<u>3 hours</u> - Additional compensation for 2 teachers to complete the two 45 minute sessions of the OERA (Online Elementary Reading Academy) (2x 1.5hrs) x \$60	Roosevelt	\$ 180.00
1000	Certificated Salaries	Salary for a .5 instructional coach position to provide professional development, ongoing coaching, and plan and organize data conferences.		\$ 52,884.00
1000	Certificated Salaries	Subs 36 days - Funds to pay for substitutes so 6 teachers can attend 6 GLAD focused professional development days to complete the online course and practice GLAD strategies in a lesson study setting (36 x\$177.04)	Roosevelt	\$ 6,373.44
1000	Certificated Salaries	Subs - 14 days Funds to pay for substitutes for 2 teachers to complete 7 Modules of the OERA (Online Elementary Reading Academy) (14x177.04)	Roosevelt	\$ 2,478.56
1000	Certificated Salaries	Subs - 30 days Funds to pay for substitutes for 6 teachers to attend 5 data conferences to analyze data, identify trends amongst grade levels, identify next steps and coaching support (30 x\$177.04)	Roosevelt	\$ 5,311.20
3000	Employee Benefits	.5 program specialist benefits	Roosevelt	\$ 21,935.00
3000	Employee Benefits	.5 instructional coach benefits	Roosevelt	\$ 21,935.00
3000	Employee Benefits	Subs	Roosevelt	\$ 701.10
3000	Employee Benefits	Teacher Additional Time 3 hrs x 4	Roosevelt	\$ 12.00
3000	Employee Benefits		Roosevelt	
4000	Books and Supplies	Instructional Supplies	Roosevelt	\$ 3,812.70
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Funds to purchase SIPPS training (6 teachers, 1 coach, and 1 program specialist x \$30) to deepen understanding of instructional routines, corrective feedback and placement data.	Roosevelt	\$ 240.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Funds to purchase GLAD training (6 teachers, 1 instructional coach, 1 program specialist, 1 admin x \$1,200) to learn GLAD strategies to strengthen instruction focused on academic language acquisition.	Roosevelt	\$ 10,800.00
7000	Indirect Costs	\$ 8,166.00	Roosevelt	\$ 8,166.00
5100	Subagreement for Services	NA	Roosevelt	\$ -
6000	Capital Outlay	NA	Roosevelt	\$ -
TOTAL				\$ 187,713.00

Proposed Budget Narrative for Year 3

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Salary for .5 of a program specialist position to coordinate and run small groups for intervention.	Roosevelt	\$ 52,884.00
1000	Certificated Salaries	Salary for a .5 instructional coach position to provide professional development, ongoing coaching, and plan and organize data conferences and lesson studies.	Roosevelt	\$ 52,884.00
1000	Certificated Salaries	Funds to pay for substitutes so 6 teachers can attend 5 data conferences to analyze data, identify trends amongst grade levels, identify next steps coaching support (30 x\$177.04)	Roosevelt	\$ 5,311.20
3000	Employee Benefits	.5 program specialist benefits	Roosevelt	\$ 21,935.00
3000	Employee Benefits	.5 instructional coach benefits	Roosevelt	\$ 21,935.00
		Subs - 30 days x 7.79 = 24		\$ 24.00
4000	Books and Supplies	SIPPS Materials	Roosevelt	\$ 24,333.80
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Funds to purchase SIPPS training (6 teachers, 1 coach, and 1 program specialist x \$30) to deepen understanding of instructional routines, corrective feedback and placement data.	Roosevelt	\$ 240.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	Roosevelt	\$ -
7000	Indirect Costs	\$ 8,166.00	Roosevelt	\$ 8,166.00
5100	Subagreement for Services	[Insert Detail/Calculation/Breakdown Here]	Roosevelt	\$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	Roosevelt	\$ -
TOTAL				\$ 187,713.00

Recommendations and Assurances

Site Name: Janice Roberts

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Parent Involvement Committee

April 29, 2021

Date of Meeting

Other committees established by the school or district (list):

Date of Meeting

4. 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.
5. 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 May 19, 2021

Date of Meeting

Attested:

Janice Roberts

Typed Name of School Principal

Janice Roberts

Digitally signed by
Janice Roberts

Signature of School Principal

6/25/2021

Date