2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

    English Learner Advisory Committee

    _____
    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 _____.
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
            Committee   Date of Meeting

_____   _____
            Committee   Date of Meeting

_____   _____
            Committee   Date of Meeting

Attested:

_____   _____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary	39686766042758	05/18/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Site Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities (SWD) student groups.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

CA Healthy Kids Survey and ELAC Parent Needs Survey

Classroom Observations

SIPPS Instructional Walkthroughs

Analysis of Current Instructional Program

The development of the comprehensive needs assessment is an ongoing process. We begin with the current CNA and make revisions as needed. Roosevelt school.s leadership team meet on February 15 to discuss what have worked well and what do we see to be our needs of the school and the listed surveys. We reviewed with the SSC in February 2023 the needs assessment and the gap that we see with the students and our i-Ready data. In March, at our staff meeting, the CNA was discussed. On February ELAC meeting, CNA was discussed with the parents. All staff is involved in the needs assessment.

Below is a list of the surveys and a brief summary that were covered in the comprehensive needs assessment team:

Teacher survey - Basic skills need to be tested outside of standardized computerized assessment.

Student Achievement- Language barrier is preventing the students from doing well with the academics

School Culture & Climate -More on campus support and spirit would help the kids feel better about being at school. I helps with motivation

PLUS survey - Students feel that the teachers care about them, and they can get help from them. Some bullying is on campus

Standards, Assessment, and Accountability

iReady Disgnostics, CAASP, CA Accountability Dashboard

Staffing and Professional Development

Staffing and Professional Development Summary

Staffing

65% of our teachers are fully licensed

55% of teachers have master degrees

85% female, 15% male

For the past year, the staff at Roosevelt has not changed/increased. The school hold 2 staff meeting and 2 collaboration meetings a month. The staff is updated with information and is provided professional development. Walkthroughs and Instructional rounds are use tools to gather information about the implementation of professional development topics. Professional Development is provided for the entire staff on using district curriculum, benchmark, assessments, and intervention. In addition, the need for Social Emotional Learning (SEL) for our students has been warranted SEL PD's for our staff.

Through the collaborative process, teachers are also given opportunity to provide input into areas where they would like to improve.

Para-professional staff members meet the highly qualified requirements and works with SPED teachers.

* Teacher collaboration within grade level twice a month and works with coach.

Staffing and Professional Development Strengths

The expertise, commitment, and collaboration of Roosevelt staff is a strength that has moved the campus to high levels of student learning. The faculty and staff have a strong work ethic and are willing to strive to make the best decisions for students.

* Diverse faculty and staff

* Already established PLC

* Full time instructional coach on campus

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Lack of teacher training to help teachers understand content areas deeply and using data to drive instructions. **Root Cause/Why:** There were not enough substitutes in the district to allow our teachers to work with the coach in targeted areas.

Needs Statement 2 (Prioritized): Lack of a Program Specialist to support teachers and organize school academic events. **Root Cause/Why:** There was no educators available to hire for this position.

Teaching and Learning

Teaching and Learning Summary

Roosevelt Elementary School use the adopted curriculum based on the California state standards. The school uses a number of assessments to evaluate students' academic and behavioral progress. These assessments are used by school personnel to plan on level, remedial, and enriched instruction. School personnel to assist in behavioral interventions, including attendance, use the behavioral data collected.

Assessments used:

Math

Interim and Formative

Benchmark assessment

Exit Slips

Quizes

i-Ready

Comprehension Checks

Reading

Interim and Formative

Reading Running Records

Guided reading anecdotal notes

 Benchmark assessment

Fluency

Quizzes

Writing prompts

i-Ready

Comprehension Check

SIPPS assessment

Behavioral

Classroom observations

When necessary, data from these are used to assist teachers and administration to drive instruction.

All students at Roosevelt can learn. To meet the needs of these diverse learners. We do this through a multi-tiered system of support (MTSS—formerly RtI). Tier 1 Classroom teachers using differentiation to meet the needs of all students. When the need for deeper understanding arises, classroom teachers collaborate and coach for instructional support during collaboration. The need for remedial or advanced instruction is then determined by continued progress monitoring of student performance data.

 Tier 2 and 3 supports are provided for students as deemed necessary.

 Tier 2 and/or 3

Tier 2: Small group interventions.

Tier 3: Intensive interventions.

Special education services

 In addition to the intervention and enrichment programs noted, Roosevelt Elementary School provides a range of school wide programs to foster growth of all students.

SUCCESS time

All students are involved in focused remediation and enrichment interventions at designated time which is built into the master schedule a certain time of the day, each day.

i-Ready Pathway (Math and Reading)

After school programs

Reading and Math Academic remediation

Academic tutoring/Enrichment activity

Instruction provided by a teacher

Teaching and Learning Strengths

Standards-based classrooms are evident in all schools. Roosevelt has seen a decrease in the percentage of students scoring below grade level in math and reading. Reading scores have improved over the past year; a trend we attribute to instructional coaching.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): The average reading scores across campus are two or more grade level below in reading complex grade-level texts. **Root Cause/Why:** Lack of Reading foundational skills and vocabulary skills are not targeted enough.

Needs Statement 2 (Prioritized): Achievement gaps continue to exist with our Black and Student with Disability (SWD) subgroups, requiring the need for additional instructional supports in the forms of paraprofessionals/assistants. **Root Cause/Why:** Lack of classroom support to assist with interventions.

Needs Statement 3 (Prioritized): Students need more opportunities to participate in STEAM activities and career exploration to develop career relevant skills. **Root Cause/Why:** Lack of materials, training, and programs for students to access STEAM/career development.

Parental Engagement

Parental Engagement Summary

Roosevelt has a full-time Parent Liaison and resource center for parents. Parents and community members are encouraged to go through the volunteer process to provide assistance on campus if allowed. Parent Liaison is available daily to assist parents and community members with this process. Coffee hour is held once a week for parents and community members to meet with school officials and take part of classes and trainings on campus if it is permitted, otherwise, it's virtual.

Parents and community members participate in SSC, ELAC, volunteering on campus, participation in school events, and parent coffee hour to provide feedback to the school.

Teachers hold scheduled parent teacher conferences after the Fall I-Ready assessment result. Teachers keep in contact with parents via phone, class dojo, goggle classroom, and email to schedule meetings and discuss student progress. Parents also receive newsletters, phone messages, and information on the school website.

Based on feedback through the CNA survey process, parents view the school as having too many barriers to volunteer, help in the student's class, or participate in events.

Parental Engagement Strengths

School personnel play a major role in the success of family and community involvement. Events such as:

Back to School Night

Parent Teacher Conference

Attending IEP and SST meetings

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Not all parents and students participate in school wide activities that bridge the gap between school and community.   **Root Cause/Why:** Parents often express a lack of self-confidence in their ability because of their limited language to be active participants in their child's educational progress, and feel the school personnel should address the academic needs of their children. Lack of communication to the parents to elicit volunteers or help for the school site. Offer different modes for parents to communicate with teachers a

School Culture and Climate

School Culture and Climate Summary

The school staff consistently provides a comprehensive system of support (e.g., counseling, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students. The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.

There are ongoing monitoring, evaluation, discussion, and adjustments surrounding school culture and climate issues based on the expectations of a safe, nurturing and disciplined school environment that is conducive to teaching and learning.

The PBIS/Leadership team oversees the key areas of school culture and climate for the campus: safety, discipline management, staff culture, student culture. Overall, the students, staff, and parents feel positive about the culture of the school, according to stakeholder feedback surveys.

Expectations on campus are high regarding student behavior and academics. Parents are supportive of the school's mission and vision, and are encouraged by the campus progress. Stakeholders take pride in maintaining a clean and safe facility.

School Culture and Climate Strengths

This campus welcomes feedback from staff, parents, and students. We have a diverse faculty and staff. A culture of problem-solving is fostered, and stakeholders are encouraged to develop action plans in response to their observations regarding opportunities for improvement. Stakeholders take pride in the campus, and value the importance of maintaining a safe environment in which authentic learning can occur.

Implementation of PBIS

Use of RtI as part of addressing students who exhibit more challenging behaviors.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Lack of Parental engagement   **Root Cause/Why:** Parent are unable to attend or participate in school activities.

Needs Statement 2 (Prioritized): Lack of PBIS and restorative training   **Root Cause/Why:** Training not available for teachers.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

Goal 1: ELA/ELD/Math By May 2024, 25% of students in K-3 shall be at or above grade level standards for foundational literacy skills. 25% of students in grades 4-8 shall be at or above grade level standards in ELA as measured on i-Ready. By May 2024, 25% of K-2 students shall be at/above grade level as measured by i-Ready. 25% of grades 3-8 students will increase by at lease 10 points as measured by i-Ready. By May 30, 2024, 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 5%.

Identified Need

Lack of teacher training to help teachers understand content areas deeply and using data to drive instructions.

Lack of a Program Specialist to support teachers and organize school academic events.

The average reading scores across campus are two or more grade level below in reading complex grade-level texts.

Achievement gaps continue to exist with our Black and Student with Disability (SWD) subgroups, requiring the need for additional instructional supports in the forms of paraprofessionals/assistants.

Students need more opportunities to participate in STEAM activities and career exploration to develop career relevant skills.

Not all parents and students participate in school wide activities that bridge the gap between school and community.

Lack of Parental engagement

Lack of PBIS and restorative training

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring i-Ready Diagnostic 3	32% proficiency ELA 22% Math	Roosevelt will target a growth of 15% of students "Meeting" or "Exceeding In English Language
i-Ready Diagnostic 2	11% proficiency	Roosevelt will target a growth of 5% of students "Meeting" or "Exceeding in Math
ELPAC	14% of EL students are currently designated Level 3 or 4	18% of EL students will increase ELPAC scores to achieve Level 3 or 4

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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 and My Prospective 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 Service Provider/Prof. & Curriculum Dev. Teacher for additional hourly for attendance and collaboration: PLC Conference, will send a team to a PLC conference to improve instructional practices and implementation of resources to improve student achievement and school culture and climate. Roosevelt will seek participation in additional conferences, such as AVID, focused on improving quality of instruction and increasing student achievement. Solution Tree Conference for development Professional Learning Community to improve school climate, refine instructional practices, and collaborate effectively. Additional Compensation Academic Conferencing, Leadership, and PLC collaboration 14 teachers x 8 months x $60/pay rate=$30,000 CSI 2022-50345 Staff (counselor, instructional coach, program specialist, teachers) Academic Conferences will be held to identify 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 for release time for academic conferencing 13 days X 200 = 2,600 LCFF-23030 Substitute (Staff) Pay Calculation for 30 days X $200= $2600 Title 1 -50643 (11700) SIPPS

Professional Development after school - Teachers, coach, program specialist SIPPS Professional Development $5,000 CS1 2022 (50345) 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 (50643), $5,843 - LCFF (23030) Conference $10,000-CS1 (50345) AVID training, substitute required, - Allocation for Substitute teachers for release time for Professional Development Revision $5,000 CSI (50345) 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. Principal and Assistant Principal to attend IEPs, SSTs, CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school climate and culture. All stakeholders (school administrators, school counselors/ mental clinician, teachers/staff members, parents) will collaborate and come up with strategies to decrease chronic absenteeism and improve attendance. Check-in with students Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess. Conflict Management program and Restorative Circles led by counselor to frame conversations so that students benefit from learning to express themselves while learning based on students' data. RTI. PBIS, and CARE meetings. Incentives will be provided to students such as school wide assemblies, PLUS forums, antibullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance. PBIS and restorative practices conference for counselor, administrators, and teachers to support students and extend resources to teachers in supporting students social and emotional well-being. Conferences/Webinar: $1,000 - LCFF (23034) Roosevelt will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: Number of teachers attending PD, instructional walkthroughs, CORE Literacy assessments, AVID CCI tool, Collaboration agendas, PLC rubrics

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$30,000	50345 - CSI 2021/22
$2,600	50643 - Title I
$5,000	50345 - CSI 2021/22
$10,000	50643 - Title I
$5,843	23030 - LCFF (Site)
$10,000	50345 - CSI 2021/22
$2,600	23030 - LCFF (Site)
$1,000	23030 - LCFF (Site)
$5,000	50345 - CSI 2021/22

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

English Learners
All Students
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Administration, Teachers, and Support Staff will participate in structured collaboration and Professional Development centered on student achievement. We will meet regularly in data teams and PLCs where the needs of all students will be identified, addressed, and monitored through analysis of academic performance by using multiple assessment measures and the results of these measures. The focus will be on ELA, Math, ELD, and social-emotional learning. The Program Specialist works with the teachers to make sure that they are using ELA/ELD and Math instruction including writing skills 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 providing 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. If the site is not able fill the Specialist position for the entire school year, excess Title1 and LCFF funds will be reallocated to items such as instructional materials, equipment, or additional compensation. In the event a Program Specialist is not hired, Funds will be reallocated for instructional materials, curriculum, programs, technology or other. Program Specialist Salary 0.25% FTE $30,022 Title 1 (19101) ; 0.25% FTE $30,022 LCFF (19101); 0.50% $60,044 ELSB (50039) 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 $75 = $975 Title 1 (13500) A full time Instructional Coach (Centralize Services) will support classroom efforts to close the achievement gap in reading and comprehension. The Coach will work with teachers to set up classroom systems, interventions, and supports to further differentiate instruction and support students with grade level reading deficits. Instructional Coaches will: - work with teachers focus on cultural competency in teaching practice - Regular data analysis in i-Ready, Running Records, and oral language will be reviewed at grade level with PLCs with teachers, focusing on intervention strategies for marginalized populations -provide professional development at Faculty Learning as needed for

individual teachers and/or grade level with in the professional learning community -works with individual teachers/grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results Instructional Coach - additional time 10 hours for supporting teachers with planning and collaboration after school 10 X $75 = $750 LCFF-23030 (19500) During grade level PLCs and Leadership/Collaboration Meetings, the team will meet to discuss and share best practices/ strategies, develop lessons/ unit plans, plan for performance tasks (PT) and common assessments (CA), and conduct data analysis and student work samples. Through these meetings, teachers will conduct a deep analysis of student data, monitor student learning, and reflect on the Math data (SMART Goals, Common Assessments, etc..) to ensure students are progressing towards the grade-level standards. Small groups and intervention activities are planned during grade-level team meetings (No Cost). Teachers will have additional pay compensation for attending meetings. - Differentiation strategies will be demonstrated and supported to build classroom capacity serving EL needs. 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. School Counselor provide class and small group lessons to support Social/Emotional Learning strategies for self-regulation, organizational skills and time management to assist with academic achievement. English Learner Progress: Student receive targeted instruction through small group and one-in-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Newcomers are provided Rosetta Stone support in after school tutoring. Staff conducts monitoring and observation of ELD instruction to verify implementation of the Board adopted Curriculum with integrity and fidelity. Teachers will collaborate to implement strategies from PD to integrate ELD in Core content and prepare effective lessons and resources for English Language Development Instruction. Teacher Additional Comp. 10 teachers x 15 hours x $60=$10,000 Title 1-50643 Additional Hourly Pay: Teacher (Staff) Pay Calculation for 14 of teacher's X 30 hours X $60 = $20,000 Title 1 50643 (11500); $15,000 CSI (50345) Extended day tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the after school tutoring classes. In the event this program is not started, funds will be reallocated to other sections. Roosevelt will have 3 teachers offer tutoring twice per week for 9 weeks to students after school. 3 teachers X 6.0 hours X 18 weeks X $60=$20,000. Title 1-50643 (11500) Provide students with opportunities to increase reading proficiency through small group and individual instruction supporting practices that promote literacy skills. MTSS Model will be utilized with research-based curriculum & effective instruction: 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 will conduct small group instruction for students who need strategic support in the area of ELA/Math. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students. Library Media Clerk (0.4375) Provide students with opportunities to increase reading proficiency through small group and individual instruction supporting practices that promote literacy skills and foundation. ($18,367) LCFF (22601) All Students are provided 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. Teacher collaboration to develop understanding of NGSSS, create project-based STEM lessons for NGSS application, and integrate supplemental programs such as PLTW. In the event that this program does not get started, funding will get reallocated. Teacher Additional Compensation 10 Teachers x 15hrs x $60 - $10,000 Title 1 (11150); $10,000 LCFF (22601) After school learning program: The activities will focus on academics with engaging activities. Science Technology Arts/Cultures and Mathematics (STEAM) and STEM sports enrichment activities (students develop leadership, creative problem-solving and critical thinking skills through sports-inspired lessons that will spark a passion for lifelong learning and a path to their future careers) to promote student efficacy for a positive school culture. In the event that this activity is not utilized, funding will be reallocated. To be used to provide teachers with professional learning opportunities to support core instruction and provide support in the After-school learning program. Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material may include: Art integration, STEAM activity kits, robotic and coding, engineering and building, water colors, temper paint, poster board, STEM All-Star Kit. Teacher Additional Comp.-$1,966 Title 1 (43200) Metrics for Progress Monitoring: Number of teachers receiving coaching, Collaboration/Conferencing Agendas, Number of EL students receiving interventions and additional support, Fluency Rates, CORE Screeners, Number of students receiving extended day intervention/enrichment, Number of students receiving SEL lessons

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$50,000	50643 - Title I
$750	23030 - LCFF (Site)
$15,000	50345 - CSI 2021/22
$975	50643 - Title I
$18,367	23030 - LCFF (Site)
$30,022	50643 - Title I
$30,022	23030 - LCFF (Site)
$10,000	50643 - Title I
$10,000	23030 - LCFF (Site)
$1,966	50643 - Title I
$3,002	50643 - Title I Salary Contingency
$4,839	23030 - LCFF Salary Contingency

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Support closing the achievement gap/professional development. Funding has been allocated to purchase license and fees for software and /or online resources. Each teacher will be able to use the following program to enhance literacy instruction and comprehension: Reading A-Z, SRA reading and math kits for after school tutoring, and Flocabulary. Flocabulary: Program that supports vocabulary and comprehension learning for students. These programs support the Benchmark Advance ELA. SIPPS intervention to support students in Grades 4-6 to strengthen reading foundational skills. $20,033 CSI 2022 (50345) Additional Recommended Instructional Materials used to support organizational material that is needed to the SIPPS program: Rolling carts, hanging charts, magnets $10,000 CSI 2022 (50345) ELD teachers provide small group 30 minutes designated ELD instruction. Students receive targeted instruction through small group and one-on-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Students are encouraged to ask for support in concepts from the academic school day. EL students are provided Rosetta Stone support after school. Staff conducts monitoring and observation of ELD instruction to verify implementation of the curriculum for designated ELD and will implement the Board adopted curriculum with integrity and fidelity. Instructional Materials/Supplies -$1,220 Title 1 (43200): Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, printer toner, chart paper, tape, sentence strips, compositions books, flashcards, construction papers, etc. ****General supplies are unallowable using State & Federal funds.**** Instructional equipment needed to implement supplemental programs and provide effective instruction include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices. AVID showcase days, Literacy Nights and Steam nights include activities that sometimes require non instructional materials that may include, but are not limited to items like staplers, tape, glue, portable PA system. Non Instructional supplies to support district adopted curriculum in ELA, Science and Math and state/district testing. Instructional Materials $10,000 (50345) Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material may include: paper, pencils, pencil pouches, erases, colored pencils, printer toner, technology items, chart paper, tape, sentence strips, colored pencils, electric staplers index cards, graph paper, glue sticks, crayons, dry erasers, card stock, 2 pocket folders, composition books, agenda planners, remedial writing program to build up the students' writing skills. Step Up To Writing program ($10,672.00), printer ink, and printers for teachers to print students' work, poster maker, laminator for letter covering and anchor charts to support lessons, manila folders, masking tape, 3 hole puncher for students' data binders. AVID implementation of AVID instructional strategies. ****General supplies are unallowable using State & Federal funds.**** Instructional Materials/Supplies - $10,000 Title 1 -50643 (43200); $5,000 LCFF (23030) All Students are provided 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. Teacher collaboration to develop understanding of NGSSS, create project-based STEM lessons for NGSS application, and integrate supplemental programs such as PLTW. In the event that this program does not get started, funding will get reallocated. Applicable supplemental instructional materials include math manipulative, scientific calculators or other technology tools, writing tools,, whiteboards, chart paper, lab aprons, markers, dry eraser, water colors, temper paint, zip storage bags, and other. Instructional Materials-Science Books and Supplies $10,000 CSI 2022 (50345) 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. Principal and Assistant Principal to attend IEPs, SSTs, CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school climate and culture. All stakeholders (school administrators, school counselors/ mental clinician, teachers/staff members, parents) will collaborate and come up with strategies to decrease chronic absenteeism and improve attendance. Check-in with students Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess. Conflict Management program and Restorative Circles led by counselor to frame conversations so that students benefit from learning to express themselves while learning based on students' data. RTI. PBIS, and CARE meetings. Incentives will be provided to students such as school wide assemblies, PLUS forums, antibullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance. Develop and implement a clear and consistent expectations of school rules. Provide training to all staff members. (PBIS) Supplies/Materials $5,353.00 LCFF (43110) After school learning program: The activities will focus on academics with engaging activities. Science Technology Arts/Cultures and Mathematics (STEAM) and STEM sports enrichment activities (students develop leadership, creative problem-solving and critical thinking skills through sports-inspired lessons that will spark a passion for lifelong learning and a path to their future careers) to promote student efficacy for a positive school culture. In the event that this activity is not utilized, funding will be reallocated. To be used to provide teachers with professional learning opportunities to support core instruction and provide support in the After-school learning program. Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material may include: Art integration, STEAM activity kits, robotic and coding, engineering and building, water colors, temper paint, poster board, STEM All-Star Kit Instructional Materials-$10,500 CSI 2022 (50345) Roosevelt will provide supplemental instructional materials, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement. Metrics for Progress Monitoring: iReady data, CORE Literacy Screeners, Fluency Rates, Percentage of students engaged with and utilizing instructional technology,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$20,033	50345 - CSI 2021/22
$10,000	50345 - CSI 2021/22
$1,220	50643 - Title I
$10,000	50345 - CSI 2021/22
$10,000	50643 - Title I

$10,000	50345 - CSI 2021/22
$5,353	23030 - LCFF (Site)
$10,500	50345 - CSI 2021/22
$5,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.4

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation AVID showcase days, Literacy Nights and Steam nights include activities that sometimes require non-instructional materials that may include, but are not limited to items like staplers, tape, glue, portable PA system. Non-Instructional supplies to support district adopted curriculum in ELA, Science and Math and state/district testing. $3,746 LCFF (23030) Non-Capital Equipment - $8,000 LCFF (23030): Replacement of supplemental equipment such as projectors and laminator, etc. License Agreement - $3,000 - Title I (50543)- Reading intervention program to support students in grades 1-3 to help build foundational reading skills, fluency and comprehension. Maintenance Agreement - $7,000 - Title 1 (56590) - Teachers will use various equipment such as laminator, copier, and poster make. Maintenance agreement ensures the equipment is available and usable when need. Duplicating will provide resources that will help support small group activities. Duplicating - $2,600 - Object Code 57150 - Title I All Students are provided 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 student fees: 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 can fundraise to cover buses if needed. Field Trip Transportation $10,000 CSI 2022 (50345); $6,000 LCFF (23030) Pupil Fees: $3,000 CSI 2022 (50345); $2,000 LCFF (23030) 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 have the opportunity to attend the district's one-week Summer Bridge program. Transitional Kindergarteners students 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
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$3,746	23030 - LCFF (Site)
$3,000	50643 - Title I
$7,000	50643 - Title I
$2,600	50643 - Title I
$6,000	23030 - LCFF (Site)
$2,000	23030 - LCFF (Site)
$10,000	50345 - CSI 2021/22
$3,000	50345 - CSI 2021/22

| $8,000 | 23030 - LCFF (Site) |

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

Strategy/Activity 1.1.5

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

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, and visiting the computer lab, and have the opportunity to attend the district's one-week Summer Bridge program. Transitional Kindergarteners students 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
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

The coach provided PD to the staff on how to support reading from i-Ready testing during staff meeting. Designed intervention time was built into the master schedule to support ELA and Math using small group instruction daily. The bilingual assist supported students by pulling them and giving class support. Whole group instruction was done using Tier 1 intervention, which gave the students support with social emotional learning, research-based programs such as Reading A-Z to support reading. Flocabulary was another program that was purchased and implemented to support targeted learning skills. The coach met with the administrators to review data weekly from i-Ready pathways. Grade level common assessments were analyzed every six weeks. Monthly grade level meeting was held to examine data and the progress of the students. The counselors provided classes with group lessons to support Social/Emotional Learning strategies. Teachers provided after school tutoring and ELD tutoring to increase academic achievement to students who were not meeting grade-level standards.

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

On the i-Ready diagnostic 2, Roosevelt saw a decrease at all grade levels in reading one-two below, one grade level, and early and met grade level. This contributed to the effectiveness of the designee intervention time, which was built into the schedule. The monthly meeting allowed us to examine the data and give teachers' feedback. No strong evidence on how effective the after school tutoring. Program specialist was not hired due to the shortage of teachers to assist with teachers. Due to COVID, substitute for the teachers to work with the coach on data and interventions was not allowed because of teacher shortage.

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.

Track data from classroom intervention groups and hire a program specialist to help support teachers and students. PD on implementation of Tier 2 and Tier 3 intervention and ELD support Reduce the about to teachers for after school tutoring to 3

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: By May 2024, suspensions will be maintained at 10%. Chronic Absentee Smart Goal: By May 2024, chronic absentee rate for all students will decrease from 29.55% to 20% as measured by district Chronic Absentee Report.

Identified Need

Students need more opportunities to participate in STEAM activities and career exploration to develop career relevant skills.

Not all parents and students participate in school wide activities that bridge the gap between school and community.

Lack of Parental engagement

Lack of PBIS and restorative training

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ChronicAbsenteeism	53%	40%
Suspension Rate	4.0%	3.0%

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

Strategy/Activity 2.1.1

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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. Principal and Assistant Principal to attend IEPs, SSTs, CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school climate and culture. All stakeholders (school administrators, school counselors/ mental clinician, teachers/ staff members, parents) will collaborate and come up with strategies to decrease chronic absenteeism and improve attendance. Check-in with students Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess. Conflict Management program and Restorative Circles led by counselor to frame conversations so that students benefit from learning to express themselves while learning based on students' data. RTI. PBIS, and CARE meetings. Incentives will be provided to students such as school wide assemblies, PLUS forums, antibullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance. PBIS and restorative practices conference for counselor, administrators, and teachers to support students and extend resources to teachers in supporting students social and emotional well-being. Conferences/Webinar: $2,000 - LCFF (23034) Other Services and Operational Costs Associated with Plan Implementation 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. Principal and Assistant Principal to attend IEPs, SSTs, CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school climate and culture. All stakeholders (school administrators, school counselors/ mental clinician, teachers/staff members, parents) will collaborate and come up with strategies to decrease chronic absenteeism and improve attendance. Check-in with students Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess. Conflict Management program and Restorative Circles led by counselor to frame conversations so that students benefit from learning to express themselves while learning based on students' data. RTI. PBIS, and CARE meetings. Incentives will be provided to students such as school wide assemblies, PLUS forums, anti-bullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance.

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

Amount(s)	Source(s)
$2,000	23030 - LCFF (Site)

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

Strategy/Activity 2.1.2

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports After school learning program: The activities will focus on academics with engaging activities. Science Technology Arts/Cultures and Mathematics (STEAM) and STEM sports enrichment activities(students develop leadership, creative problem-solving and critical thinking skills through sports-inspired lessons that will spark a passion for lifelong learning and a path to their future careers)to promote student efficacy for a positive school culture. In the event that this activity is not utilized, funding will be reallocated. To be used to provide teachers with professional learning opportunities to support core instruction and provide support in the After-school learning program. Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material may included: Art integration, STEAM activity kits, robotic and coding, engineering and building, water colors, temper paint, poster board, STEM All-Star Kit. Teacher Additional Comp.-$3,000 CSI 2022 (50345) Other Services and Operational Costs Associated with Plan Implementation 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. Principal and Assistant Principal to attend IEPs, SSTs, CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school climate and culture. All stakeholders (school administrators, school counselors/ mental clinician, teachers/staff members, parents) will collaborate and come up with strategies to decrease chronic absenteeism and improve attendance. Check-in with students Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess. Conflict Management program and Restorative Circles led by counselor to frame conversations so that students benefit from learning to express themselves while learning based on students' data. RTI. PBIS, and CARE meetings. Incentives will be provided to students such as school wide assemblies, PLUS forums, anti-bullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance.

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

Amount(s)	Source(s)
$3,000	50345 - CSI 2021/22

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

Strategy/Activity 2.1.3

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement 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. Principal and Assistant Principal to attend IEPs, SSTs, CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school climate and culture. All stakeholders (school administrators, school counselors/ mental clinician, teachers/staff members, parents) will collaborate and come up with strategies to decrease chronic absenteeism and improve attendance. Check-in with students Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess. Conflict Management program and Restorative Circles led by counselor to frame conversations so that students benefit from learning to express themselves while learning based on students' data. RTI. PBIS, and CARE meetings. Incentives will be provided to students such as school wide assemblies, PLUS forums, antibullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance. Develop and implement a clear and consistent expectations of school rules. Provide training to all staff members. (PBIS) Supplies/Materials $2,000.00 LCFF (43110) After school learning program: The activities will focus on academics with engaging activities. Science Technology Arts/Cultures and Mathematics (STEAM) and STEM sports enrichment activities(students develop leadership, creative problem-solving and critical thinking skills through sports-inspired lessons that will spark a passion for lifelong learning and a path to their future careers)to promote student efficacy for a positive school culture. In the event that this activity is not utilized, funding will be reallocated. To be used to provide teachers with professional learning opportunities to support core instruction and provide support in the After-school learning program. Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material may included: Art integration, STEAM activity kits, robotic and coding, engineering and building, water colors, temper paint, poster board, STEM All-Star Kit Instructional Materials-$18,000 CSI 2022 (50345)

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

Amount(s)	Source(s)
$2,000	23030 - LCFF (Site)
$18,000	50345 - CSI 2021/22

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

Strategy/Activity 2.1.4

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

All Students
Foster Youth
Low Income
English Learners

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation 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. Principal and Assistant Principal to attend IEPs, SSTs, CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school climate and culture. All stakeholders (school administrators, school counselors/ mental clinician, teachers/ staff members, parents) will collaborate and come up with strategies to decrease chronic absenteeism and improve attendance. Check-in with students Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess. Conflict Management program and Restorative Circles led by counselor to frame conversations so that students benefit from learning to express themselves while learning based on students' data. RTI. PBIS, and CARE meetings. Incentives will be provided to students such as school wide assemblies, PLUS forums, anti-bullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance.

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

The counselors provided class presentation using the Second Step program to address the social and emotional needs of the students in the classrooms to help the students build a positive relationship with their classmates. There were clear and consistent expectations of school rules. The counselor did social emotional check-ins with the students. At this time of the year, we have suspended about eight students compared to the previous years before COVID. We contributed this to our constant reminder of our school's expectation and social emotional lessons.

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

The Second Step curriculum facilitated positive conversations with the students. Some of the students met with the mental health clinician for support. Students were recognized for their attendance, citizenship during the academic trimester award assemblies. Restorative practices were used when the counselors met with the students to deal with their issues. Eliminate the consultant to support structured activities at lunch/recess. Funds for teacher training on restorative practices.

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

The implementation of more PBIS activities on campus and teacher training on restorative practices.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By the end of May 2024, Roosevelt will decrease its chronic absentee by 10% or more as compared to the 2022-2023 academic school year as measure by the school profile.

Identified Need

Students need more opportunities to participate in STEAM activities and career exploration to develop career relevant skills.

Not all parents and students participate in school wide activities that bridge the gap between school and community.

Lack of Parental engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absentee	53%	40%

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

Strategy/Activity 3.1.1

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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 and Administrators will 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. Teachers will continue to use part of their 18 hours to also meet with parents during individual Parent/Teacher conferences, informing them of student learning and progress data. Each teacher will provide opportunities for their classroom parents to come and learn how they can help their children at home. These will be offered in the Fall and Spring. Roosevelt school will continue to benefit from the services of a part-time Mental Health Specialist, who will provide outreach services, as well as trauma informed training for Roosevelt Staff. For STEAM Family Night: Invite instructional consultant, MAD Science to our event to present interactive science experiments to the Roosevelt families. Consultant (Non-Instructional)- $500.00- Title 1 Parent (51000) Roosevelt will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Metrics for Progress Monitoring:

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

Amount(s)	Source(s)
$500	50647 - Title I - Parent

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

Strategy/Activity 3.1.2

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

Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 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 and Administrators will 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

All Students
Low Income
Foster Youth
English Learners

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement 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 and Administrators will 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. Teachers will continue to use part of their 18 hours to also meet with parents during individual Parent/Teacher conferences, informing them of student learning and progress data. Each teacher will provide opportunities for their classroom parents to come and learn how they can help their children at home. These will be offered in the Fall and Spring. Roosevelt school will continue to benefit from the services of a part-time Mental Health Specialist, who will provide outreach services, as well as trauma informed training for Roosevelt Staff. 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 $700.00 Title 1 Parent (43400) 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 arranged by parent liaison. Provide resources for parents to encourage daily attendance and achievement. non-Instructional materials $500.00 Title 1 Parent (43200)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$1,200	50647 - Title I - Parent

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

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation 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 and Administrators will 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 $520.00 Title I Parent (43200): Light snacks and refreshments Roosevelt will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships. .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$520	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

The counselor went into grades K-3, implemented the Second Step program to help students learn social and emotional skills, and gave support to increase attendance and decrease behavior. Students were given rewards and incentives for improved behavior and attendance. PLUS team was run by the counselor and teacher. The administrator team with counselors had CARE, Student Study Team, 504 Plan, and attendance meeting. Students were recognized for their attendance and academic at the award assemblies. Parent liaison provided outreach services to the parent through Zoom. Because of COVID, parents could not meet on campus.

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

None

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.

Increase parent involvement and provide training to the parent on ways to increase student attendance and academic achievement. Increase parents' participation in ELAC and SSC.

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	$134,605.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$401,658.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
50643 - Title I	$129,383.00
50647 - Title I - Parent	$2,220.00
50643 - Title I Salary Contingency	$3,002.00

Subtotal of additional federal funds included for this school: $134,605.00

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 ($)
23030 - LCFF (Site)	$102,681.00
50345 - CSI 2021/22	$159,533.00
23030 - LCFF Salary Contingency	$4,839.00

Subtotal of state or local funds included for this school: $267,053.00

Total of federal, state, and/or local funds for this school: $401,658.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#) (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	[Statewide Student Identifier](#)
SSO	[(Statewide) System of School Support](#)
SSPI	[State Superintendent of Public Instruction](#)
SSSSD	[State Special Schools and Services Division](#)
STAR	[Standardized Testing and Reporting Program](#)
STEM	[Science, Technology, Engineering, and Mathematics](#)
SWD	Students with Disabilities
SWP	[Schoolwide programs](#)

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	[Technical Assistance](#)
TAS	[Targeted School Assistance](#)
TSD	[Technology Services Division](#)
TSI	[Targeted Support and Improvement](#)
TUPE	[Tobacco-Use Prevention Education](#)

U

Acronym	Description
UC	[University of California](#) (Outside CDE Source)
UCOP	[University of California Office of the President](#) (Outside CDE Source)
UCP	[Uniform Complaint Procedures](#)
UGG	Uniform Grant Guidance
USDA	[U.S. Department of Agriculture](#) (Outside CDE Source)

V

Acronym	Description
VAPA	[Visual and Performing Arts](#)

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)