

# 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	12/12/2022	01/24/2023

## Purpose

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

Pulliam Elementary is implementing a Schoolwide Program. The school has been identified as Comprehensive Support & Improvement (CSI).

## 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.

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.

## Engaging Educational Partners

Refer to 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 comprehensive needs assessment.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

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 on February 24, 2022 the needs and assessment and the gap that we see with the students and our i-Ready data. On March 1, at our staff meeting, the CNA was discussed. On February 8, 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

# Staffing and Professional Development

## Staffing and Professional Development Summary

### Staffing

- 88.9% of our teachers are fully licensed
- 63% of teachers have master degrees
- 83.3% female, 16.7% male

For the past year, the staff at Roosevelt has not changed/increased. The school provided monthly faculty meetings to keep staff updated and provide professional development was based on administration observations and teacher input. Walkthroughs and instructional rounds are used as tools to gather information about the implementation of professional development topics. PDs were provided for the entire staff on using benchmark for intervention. In addition, the need for Social Emotional Learning (SEL) for our students has warranted SEL PDs for our staff members.

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 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 subs in the district to allow our teachers to work with the coach in targeted areas.

**Needs Statement 2 (Prioritized):** Lack of bilingual support to assist ELD students, the assist worked only 3.5 hours. **Root Cause/Why:** School was not able to hire another bilingual assist to help with all of the students.

# Teaching and Learning

## Teaching and Learning Summary

Roosevelt Elementary School used 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 unit assessment

Exit Slips

### **Reading**

Interim and Formative

Reading Running Records

Guided reading anecdotal notes

Quizzes

Writing prompts

i-Ready

### **Behavioral**

Classroom observations

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

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

After school programs

Reading and Math remediation and enrichment tutoring

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 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 foundational 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 after COVID. 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, and parent coffee hour to provide feedback to the school.

Teachers held 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.

# 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 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:** Due to COVID, we could not get the parents on campus for engagement activities.

**Needs Statement 2 (Prioritized):** Lack of PBIS and restorative training **Root Cause/Why:** Due to COVID, the teachers did not attend any training.

# 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 2023, 40% of students in K-3 shall be at or above grade level standards for foundational literacy skills. 40% of students in grades 4-8 shall be at or above grade level standards in ELA as measured on i-Ready. By May 2023, 30% of K-2 students shall be at/above grade level as measured by i-Ready. 30% of grades 3-8 students will increase by at least 10 points as measured by i-Ready. By May 30, 2023, 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%.

## Identified Need

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

Lack of bilingual support to assist ELD students, the assist worked only 3.5 hours.

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.

## 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

### Strategy/Activity

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. 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 During grade level PLCs, 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) - 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. Additional Hourly Pay: Teacher (Staff) Pay Calculation for Object Codes 11500 10 of teacher's X 10 hours X \$60 = \$6000 Title 1 Substitute (Staff) Pay Calculation for Object Codes 11700: 30 days X \$200= \$6000 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 Instructional Coach - additional time (1901) 10 hours for supporting teachers with planning and collaboration after school 10 X \$75 =

\$750 LCFF Comprehensive Support and Improvement (CSI) Addition: 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. Roosevelt will have 3 teacher offer tutoring twice per week for 9 weeks to students after school. 3 teachers X 8.0 hours X 18 weeks X \$60 = \$25,920. 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. Tchr 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. 5 teacher times \$3000 +\$15,000 CSI 2022 Additional Compensation 10 teachers x 8 months x \$60/pay rate=\$20,000 19 staff (2 administrators, 1 counselor, 1 instructional coaches, 1 program specialist, 16 teachers) 19 X 56 hours X \$60 = 63,840 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. \$25,000 Additional Recommended Instructional Materials used to support organizational material that is needed to the SIPPS program: Rolling carts, hanging charts, magnets ( \$10,000) CSI SIPPS Professional Development after school - CSI (\$10,000) 17 staff x 10 hours X \$60 = \$10,200 - 15 teachers, coach, program specialist Webinar: \$2,000 License Agreement: \$22,000 Equipment Non Capitalized \$40,000 Tablets for students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$12,000	50643 - Title I
\$2,600	23030 - LCFF (Site)
\$750	23030 - LCFF (Site)
\$89,760	50344 - CSI 2020/21
\$65,000	50344 - CSI 2020/21
\$24,000	50344 - CSI 2020/21
\$10,000	50344 - CSI 2020/21
\$10,200	50344 - CSI 2020/21
\$15,000	50345 - CSI 2021/22
\$20,000	50345 - CSI 2021/22
\$10,000	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)

All Students

**Strategy/Activity**

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 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 \$75 = \$975 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. (\$46,243) 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, \$5,843 - LCFF \$5,000-CS12022 AVID training, substitute required, - Allocation for Substitute teachers for release time for Professional Development CSI - \$5,000 Instructional Materials \$15,000 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 License Agreement - \$3,000 - 58450 - Title I - Reading intervention program to support students in grades 1-3 to help build foundational reading skills, fluency and comprehension.

**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	50643 - Title I
\$46,293	23030 - LCFF (Site)
\$10,975	50643 - Title I
\$5,843	23030 - LCFF (Site)
\$3,746	23030 - LCFF (Site)
\$5,000	50344 - CSI 2020/21
\$15,000	50345 - CSI 2021/22
\$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 1.1.3**

**Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

ELD 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. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students. Instructional Materials/Supplies -\$2,757: 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 - \$2,600 - Object Code 57150 - Title I

**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)
\$2,757	50643 - Title I
\$2,600	50643 - Title I

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

**Strategy/Activity**

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 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 \$39,788 Object Code 19101; LCFF -.2500 \$39,788, Object Code 19101 Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material may included: paper, pencils, pencil pouches, erases, colored pencils, printer toner, 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 For 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. Instructional Materials/Supplies - \$19,554 Title 1; CSI- \$10,000 \*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\* Non-Capital Equipment - \$8,000 Title 1: Replacement of supplemental equipment such as projectors and laminator, 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. \$2,000 Object Code 56590 - Title I

**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)
\$39,788	50643 - Title I
\$39,788	23030 - LCFF (Site)
\$19,554	50643 - Title I
\$2,000	50643 - Title I
\$8,000	50643 - Title I
\$10,000	50344 - CSI 2020/21

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 \*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**

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 1.1.6**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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. Applicable supplemental instructional materials include math manipulative, scientific calculations, writing tools - whiteboards/chart paper, lab aprons, markers, dry erasers, water colors, temper paint, zip storage bags. CSI- &5,000 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 57250 - Title I Pupil Fees: \$6,000 Object Code 58920 - Title I

**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	50643 - Title I
\$6,000	50643 - Title I
\$5,000	50344 - CSI 2020/21

**Annual Review**

**SPSA Year Reviewed: 2021-2022** 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

# Goal 1.2

School Goal for Suspension: (Must be a SMART Goal) By the end of May 2023, Roosevelt will decrease its out of school suspension days by 3% or more compared to 2021-22 school year as measured by school profile. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By the end of May 2023, Roosevelt will decrease its chronic absenteeism by 10% or more as compared to the 2021-2022 academic school year as measured by the school profile.

## Identified Need

Lack of PBIS and restorative training

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate data	4.0%	3%
Chronic Absenteeism	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 1.2.1

#### 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 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 \$500.00 Object Code 43110 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: \$8,000 - LCFF - 23034 Intervention room will be used for students to make-up work when absent or tardy. 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. CSI- \$23,786 Teacher Additional Comp (Object Code 11500) 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 Teachers : 5 X \$60 X 30 hours = \$ 9,000 (CSI)

#### 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	23030 - LCFF (Site)
\$8,000	23030 - LCFF (Site)
\$9,000	50344 - CSI 2020/21
\$23,786	50344 - CSI 2020/21

## Annual Review

**SPSA Year Reviewed: 2021-2022** 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.



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



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.



## 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: 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.

### Identified Need

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

### Strategy/Activity

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

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

## Annual Review

**SPSA Year Reviewed: 2021-2022** 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.

# Annual Review

**SPSA Year Reviewed: 2021-2022** 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 2023, Roosevelt will decrease its chronic absentee by 10% or more as compared to the 2021-2022 academic school year as measure by the school profile.

### Identified Need

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

### 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)

##### 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. 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 (\$1,500.00 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 arranged by parent liaison Duplicating - \$556.00 provide resources for parents to encourage daily attendance and achievement. non-instructional materials Object 43200 For STEAM Family Night: Invite instructional consultant, MAD Science to our event to present interactive science experiments to the Roosevelt families. Consultant (Non-Instructional)- 1,700- Title 1

##### 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)
\$2,056	50647 - Title I - Parent
\$1,700	50643 - Title I

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)

## Strategy/Activity

Teachers will collaborate with administration and support staff (Counselor, Program Specialist, Coach) in order to accomplish the following:

### 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: 2021-2022** 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	\$523,709.00
Total Federal Funds Provided to the School from the LEA for CSI	\$411,279.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$536,696.00

## 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 (\$)
50344 - CSI 2020/21	\$251,746.00
50643 - Title I	\$110,374.00
50647 - Title I - Parent	\$2,056.00
50345 - CSI 2021/22	\$159,533.00

Subtotal of additional federal funds included for this school: **\$523,709.00**

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)	\$107,520.00

Subtotal of state or local funds included for this school: **\$107,520.00**

Total of federal, state, and/or local funds for this school: **\$631,229.00**