School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary School	27-66142-6026603	May 15, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Roosevelt Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Roosevelt School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Plan Description

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

This plan is being used by Roosevelt Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Roosevelt School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

Roosevelt School will meet ESSA requirements in alignment with the LCAP and other federal, state, and local programs by providing all students significant opportunities to receive a fair, equitable, and higher-quality education and close the achievement gap.

Educational Partner Involvement

How, when, and with whom did Roosevelt Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Roosevelt School took great care to ensure there were ample opportunities for all educational partners to have a voice and provide input on the use of funds

The following Educational Partners were involved in the planning process:

1. English Language Advisory Committee (ELAC): This group met monthly to discuss academic achievement and support for English Language Learners, opportunities for Parent Involvement, and community outreach.
2. School Site Council (SSC): Monthly meetings to review student achievement progress, discuss initiatives or issues surrounding student performance, and make recommendations around these topics.
3. The school leadership team meets monthly to review student data and develop a list of priorities and recommendations for professional development.
4. The student council meets monthly to review student activities, educational projects, and event planning.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ELA is in orange
Math is in orange
ELPI is in orange

The steps to address students `needs include:

1. Engage in Professional Learning Communities: Attend PLC conference and grade collaborate to enhance teaching practices and student learning outcous

2. Implement RTI Supports: Continue Heggerty to support phonemic awareness and enhance reading instruction for all students.
3. Provide After School Interventions: Offer targeted intervention who need additional, focussing on improving their reading skills and overall academic performance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Learners, Hispanics, and Homeless subgroups are in red in ELA.

Steps to address to address the student's needs include:

1. Strategic After-School ELPAC tutoring: Provide after-school tutoring to help English Learners prepare for the ELPAC assessment, focusing on improving speaking, reading, writing, and listening.
2. Designated ELD instruction: Implement a dedicated English Language Development (ELD) instructional block during the school day, using strategies like language modeling and explicit vocabulary instruction to support English Learners. Provide additional planning opportunities.
3. For homeless students, families will build relationships with FRC to provide support.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

STAR Reading:

Steps to address student needs include:
1. Implement Small Group Intervention: Provide targeted small group instruction to those struggling with reading and focus on their specific needs to improve their reading skills.
2. Utilize PLCs for data data-driven instruction: use Professional Learning Communities (PLCs) to analyze reading data, share best practices, and collaboratively develop strategies to improve reading instruction based on student needs.
3. Increase planning Time for Teachers: Allocate more time for teachers to plan and different

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Roosevelt Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.54%	1.08%		3	6
African American	%	0.72%	0.54%		4	3
Asian	%	0.54%	0.72%		3	4
Filipino	%	0.36%	0.36%		2	2
Hispanic/Latino	%	95.69%	94.24%		533	524
Pacific Islander	%	0.18%	%		1	
White	%	1.62%	2.52%		9	14
Multiple/No Response	%	0.36%	0.36%		2	2
			Total Enrollment		557	556

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		88	74
Grade 1		83	76
Grade 2		84	76
Grade3		79	89
Grade 4		75	78
Grade 5		63	75
Grade 6		85	69
Total Enrollment		557	556

Conclusions based on this data:

1. Instruction and learning needs to remain to be focused on our Professional Learning Community goals.
A majority of our student population are Hispanic/Latino and their culture will need to be embraced and celebrated at our school, while also recognizing and validating our students who are not Hispanic/Latino.

2. Scaffolding utilizing visual thinking strategies and Tier 2 and 3 vocabulary into the students writing assignments.

3. Focus on expanding vocabulary via word baks prior to reading to bolster reading comprehension.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	308	325	337	53.10%	60.6%	60.6%
Fluent English Proficient (FEP)	69	79	56	16.50%	13.6%	10.1%
Reclassified Fluent English Proficient (RFEP)				14.7%		

Conclusions based on this data:

1. Students will continue to be leveled according to their language proficiency levels during designated ELD.
2. Targeted ELD instruction such as hands on experience, collaborative communication engagement, visuals, realia, one to one assistance , small group instruction, etc.
3. Monitor the reclassified students and provide them with the support that is needed for them to continue meeting or exceeding standards.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	75	79	0	73	79	0	73	79	0.0	97.3	100.0
Grade 4	91	61	74	0	57	72	0	57	72	0.0	93.4	97.3
Grade 5	75	81	69	0	78	69	0	78	69	0.0	96.3	100.0
Grade 6	77	77	87	0	77	86	0	77	86	0.0	100.0	98.9
All Grades	303	294	309	0	285	306	0	285	306	0.0	96.9	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2339.	2336.		4.11	3.80		9.59	10.13		21.92	18.99		64.38	67.09
Grade 4		2422.	2375.		12.28	4.17		14.04	13.89		24.56	16.67		49.12	65.28
Grade 5		2448.	2456.		6.41	8.70		17.95	27.54		25.64	21.74		50.00	42.03
Grade 6		2484.	2478.		11.69	4.65		25.97	20.93		19.48	34.88		42.86	39.53
All Grades	N/A	N/A	N/A		8.42	5.23		17.19	17.97		22.81	23.53		51.58	53.27

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.11	3.80		50.68	49.37		45.21	46.84
Grade 4		7.02	4.17		57.89	55.56		35.09	40.28
Grade 5		6.41	10.14		57.69	53.62		35.90	36.23
Grade 6		15.58	6.98		44.16	50.00		40.26	43.02
All Grades		8.42	6.21		52.28	51.96		39.30	41.83

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	2.53		41.10	34.18		58.90	63.29
Grade 4		3.51	2.78		57.89	41.67		38.60	55.56
Grade 5		5.13	7.25		53.85	57.97		41.03	34.78
Grade 6		11.69	3.49		49.35	61.63		38.96	34.88
All Grades		5.26	3.92		50.18	49.02		44.56	47.06

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.74	1.27		61.64	67.09		35.62	31.65
Grade 4		3.51	4.17		78.95	65.28		17.54	30.56
Grade 5		7.69	7.25		73.08	72.46		19.23	20.29
Grade 6		5.19	3.49		71.43	76.74		23.38	19.77
All Grades		4.91	3.92		70.88	70.59		24.21	25.49

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.48	1.27		52.05	49.37		42.47	49.37
Grade 4		8.77	4.17		71.93	61.11		19.30	34.72
Grade 5		7.69	11.59		65.38	66.67		26.92	21.74
Grade 6		18.18	11.63		53.25	61.63		28.57	26.74
All Grades		10.18	7.19		60.00	59.48		29.82	33.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Instruction and learning need to remain to be focused on our Professional Learning Communities Smart Goals for each grade level.
2. Scaffolding utilizing visual thinking strategies and Tier 2 and Tier 3 vocabulary into their writing.
3. Focus on expanding vocabulary via word banks prior to reading to bolster reading comprehension.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	76	79	0	74	79	0	74	79	0.0	97.4	100.0
Grade 4	91	61	74	0	60	73	0	60	73	0.0	98.4	98.6
Grade 5	75	81	69	0	79	69	0	79	69	0.0	97.5	100.0
Grade 6	77	77	87	0	77	87	0	77	87	0.0	100.0	100.0
All Grades	303	295	309	0	290	308	0	290	308	0.0	98.3	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2345.	2362.		1.35	1.27		10.81	22.78		24.32	12.66		63.51	63.29
Grade 4		2407.	2402.		1.67	1.37		15.00	13.70		38.33	35.62		45.00	49.32
Grade 5		2446.	2455.		6.33	8.70		7.59	14.49		27.85	26.09		58.23	50.72
Grade 6		2465.	2462.		11.69	6.90		12.99	8.05		24.68	26.44		50.65	58.62
All Grades	N/A	N/A	N/A		5.52	4.55		11.38	14.61		28.28	25.00		54.83	55.84

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.35	3.80		33.78	41.77		64.86	54.43
Grade 4		0.00	4.11		43.33	35.62		56.67	60.27
Grade 5		10.13	5.80		43.04	53.62		46.84	40.58
Grade 6		12.99	6.90		36.36	42.53		50.65	50.57
All Grades		6.55	5.19		38.97	43.18		54.48	51.62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.70	5.06		37.84	37.97		59.46	56.96
Grade 4		5.00	5.48		41.67	42.47		53.33	52.05
Grade 5		6.33	7.25		40.51	44.93		53.16	47.83
Grade 6		9.09	5.75		46.75	40.23		44.16	54.02
All Grades		5.86	5.84		41.72	41.23		52.41	52.92

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.35	3.80		59.46	56.96		39.19	39.24
Grade 4		8.33	2.74		48.33	50.68		43.33	46.58
Grade 5		2.53	10.14		41.77	44.93		55.70	44.93
Grade 6		14.29	5.75		45.45	52.87		40.26	41.38
All Grades		6.55	5.52		48.62	51.62		44.83	42.86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Build student capacity in using math journals to show their processes.
2. Instruction will be focused on unpacking word problems.
3. Students ned to collaborate about their learning.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1375.9	1376.6	1386.3	1394.7	1389.3	1393.8	1331.9	1346.6	1368.7	52	48	56
1	1407.5	1405.5	1406.6	1454.3	1433.9	1428.1	1360.1	1376.7	1384.7	48	55	53
2	1442.6	1446.0	1449.5	1460.1	1469.9	1458.8	1424.7	1421.5	1439.5	40	45	55
3	1489.7	1485.5	1488.9	1508.5	1504.4	1503.2	1470.3	1466.0	1474.2	38	41	47
4	1511.1	1527.2	1518.6	1528.4	1537.7	1543.7	1493.2	1516.3	1492.9	51	39	36
5	1526.2	1550.9	1535.5	1537.2	1564.0	1540.0	1514.8	1537.2	1530.6	30	45	35
6	1555.8	1515.3	1552.5	1590.4	1521.4	1569.2	1520.6	1508.5	1535.3	27	31	41
All Grades										286	304	323

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.92	6.38	10.71	19.23	17.02	25.00	40.38	27.66	26.79	38.46	48.94	37.50	52	47	56
1	0.00	0.00	5.66	22.92	5.45	13.21	25.00	45.45	28.30	52.08	49.09	52.83	48	55	53
2	12.82	6.98	5.45	28.21	34.88	27.27	23.08	30.23	32.73	35.90	27.91	34.55	39	43	55
3	7.89	12.50	14.89	39.47	32.50	36.17	50.00	37.50	29.79	2.63	17.50	19.15	38	40	47
4	9.80	31.58	33.33	50.98	50.00	30.56	33.33	7.89	27.78	5.88	10.53	8.33	51	38	36
5	16.67	31.82	40.00	46.67	56.82	31.43	26.67	11.36	5.71	10.00	0.00	22.86	30	44	35
6	33.33	25.81	39.02	33.33	32.26	41.46	29.63	16.13	17.07	3.70	25.81	2.44	27	31	41
All Grades	9.82	15.10	18.89	33.68	31.21	28.48	32.98	26.51	25.08	23.51	27.18	27.55	285	298	323

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	8.51	12.50	26.92	21.28	32.14	30.77	27.66	12.50	34.62	42.55	42.86	52	47	56
1	33.33	7.27	13.21	20.83	34.55	28.30	27.08	25.45	15.09	18.75	32.73	43.40	48	55	53
2	35.90	34.88	20.00	15.38	34.88	38.18	30.77	11.63	27.27	17.95	18.60	14.55	39	43	55
3	42.11	37.50	42.55	50.00	40.00	34.04	5.26	10.00	12.77	2.63	12.50	10.64	38	40	47
4	50.98	65.79	72.22	35.29	23.68	16.67	13.73	2.63	5.56	0.00	7.89	5.56	51	38	36
5	60.00	79.55	60.00	30.00	20.45	14.29	6.67	0.00	5.71	3.33	0.00	20.00	30	44	35
6	59.26	54.84	65.85	29.63	16.13	31.71	7.41	12.90	0.00	3.70	16.13	2.44	27	31	41
All Grades	38.60	38.59	36.84	29.47	27.85	29.10	18.95	13.76	12.38	12.98	19.80	21.67	285	298	323

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.13	5.36	0.00	6.38	5.36	38.46	48.94	62.50	61.54	42.55	26.79	52	47	56
1	0.00	0.00	1.89	4.17	1.82	7.55	10.42	10.91	15.09	85.42	87.27	75.47	48	55	53
2	7.69	4.65	5.45	33.33	25.58	25.45	12.82	23.26	20.00	46.15	46.51	49.09	39	43	55
3	0.00	0.00	0.00	7.89	12.50	23.40	52.63	45.00	36.17	39.47	42.50	40.43	38	40	47
4	1.96	5.26	5.56	13.73	36.84	16.67	52.94	34.21	30.56	31.37	23.68	47.22	51	38	36
5	0.00	11.36	11.43	13.33	20.45	31.43	66.67	56.82	31.43	20.00	11.36	25.71	30	44	35
6	3.70	6.45	9.76	25.93	6.45	31.71	37.04	48.39	36.59	33.33	38.71	21.95	27	31	41
All Grades	1.75	4.03	5.26	12.63	15.10	19.20	37.54	36.91	33.44	48.07	43.96	42.11	285	298	323

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	6.38	5.36	63.46	59.57	64.29	32.69	34.04	30.36	52	47	56
1	31.25	5.45	16.98	56.25	81.82	60.38	12.50	12.73	22.64	48	55	53
2	20.51	13.95	7.27	58.97	69.77	74.55	20.51	16.28	18.18	39	43	55
3	15.79	17.50	19.15	68.42	52.50	65.96	15.79	30.00	14.89	38	40	47
4	29.41	50.00	36.11	54.90	42.11	50.00	15.69	7.89	13.89	51	38	36
5	13.33	11.36	48.57	66.67	88.64	34.29	20.00	0.00	17.14	30	44	35
6	25.93	9.68	19.51	59.26	64.52	75.61	14.81	25.81	4.88	27	31	41
All Grades	20.00	15.44	19.50	60.70	66.78	62.23	19.30	17.79	18.27	285	298	323

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.46	10.64	28.57	44.23	42.55	28.57	42.31	46.81	42.86	52	47	56
1	31.25	18.18	22.64	45.83	43.64	30.19	22.92	38.18	47.17	48	55	53
2	33.33	55.81	58.18	51.28	23.26	21.82	15.38	20.93	20.00	39	43	55
3	81.58	72.50	61.70	13.16	15.00	27.66	5.26	12.50	10.64	38	40	47
4	90.00	84.21	80.56	10.00	7.89	13.89	0.00	7.89	5.56	50	38	36
5	90.00	100.00	71.43	6.67	0.00	8.57	3.33	0.00	20.00	30	44	35
6	92.59	77.42	90.24	3.70	6.45	7.32	3.70	16.13	2.44	27	31	41
All Grades	57.39	56.38	55.73	27.46	21.81	21.05	15.14	21.81	23.22	284	298	323

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.13	5.36	57.69	59.57	66.07	42.31	38.30	28.57	52	47	56
1	0.00	1.82	5.66	16.67	3.64	13.21	83.33	94.55	81.13	48	55	53
2	12.82	6.98	10.91	43.59	44.19	41.82	43.59	48.84	47.27	39	43	55
3	0.00	0.00	4.26	39.47	47.50	38.30	60.53	52.50	57.45	38	40	47
4	1.96	5.26	8.33	41.18	57.89	38.89	56.86	36.84	52.78	51	38	36
5	0.00	9.09	11.43	73.33	68.18	57.14	26.67	22.73	31.43	30	44	35
6	7.41	9.68	4.88	40.74	22.58	46.34	51.85	67.74	48.78	27	31	41
All Grades	2.81	4.70	7.12	43.51	42.62	42.72	53.68	52.68	50.15	285	298	323

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	8.70	10.71	15.38	47.83	64.29	84.62	43.48	25.00	52	46	56
1	0.00	1.82	0.00	25.00	32.73	39.62	75.00	65.45	60.38	48	55	53
2	10.26	6.98	9.09	41.03	53.49	54.55	48.72	39.53	36.36	39	43	55
3	5.26	7.50	10.64	71.05	60.00	61.70	23.68	32.50	27.66	38	40	47
4	5.88	31.58	19.44	78.43	55.26	55.56	15.69	13.16	25.00	51	38	36
5	6.67	27.27	54.29	76.67	68.18	22.86	16.67	4.55	22.86	30	44	35
6	11.11	9.68	29.27	81.48	67.74	65.85	7.41	22.58	4.88	27	31	41
All Grades	4.91	12.79	16.72	51.93	53.54	52.94	43.16	33.67	30.34	285	297	323

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Continue to build and utilize an English Learner Tool box school-wide for tools and practice. Continue to practice ELPAC skills in all domains.
2. Build teacher capacity with scaffolding strategies through PDs and grade level collaboration.
3. Targeted ELD instruction based on ELPAC proficiency level.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
557	**88.9**	**58.3**	**0.2**
Total Number of Students enrolled in Roosevelt Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	325	58.3
Foster Youth	1	0.2
Homeless	196	35.2
Socioeconomically Disadvantaged	495	88.9
Students with Disabilities	73	13.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.7
American Indian	3	0.5
Asian	3	0.5
Filipino	2	0.4
Hispanic	533	95.7
Two or More Races	2	0.4
Pacific Islander	1	0.2
White	9	1.6

Conclusions based on this data:

1. Raise the bar with fostering critical thinking skills for all learners.
2. Balanced core curriculum with 21st century learning skills.
3. Progress monitor closely to differentiate instruction to meet every students' individual needs.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Yellow
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. Staff development; scaffolding, building vocabulary, utilizing language through extending learning, and provide intervention opportunities during and after school. Continue to focus on Instructional Leadership Team (ILT) goals.
2. Collaborate with the PBIS Tier I team and all staff to implement incentives and increase students attendance on a daily basis.

3. Unpacking prompts/word problems in ELA and Math.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Red	Less than 11 Students
69.9 points below standard	81 points below standard	1 Student
Decreased -14.9 points	Decreased -7 points	
281 Students	183 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Orange	134.3 points below standard
81.6 points below standard	69.6 points below standard	Decreased -7.3 points
Decreased -9.4 points	Decreased -12.9 points	39 Students
85 Students	258 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 72.2 points below standard Decreased -13.8 points 267 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
110.5 points below standard Decreased -8 points 125 Students	17.4 points below standard Decreased Significantly -17.3 points 58 Students	72.3 points below standard Decreased Significantly -31.9 points 68 Students

Conclusions based on this data:

1. Continue to monitor data through the collaboration process and set student learning goals for all students.
2. Focus and PLN ACE focus goal.
3. Extended learning opportunities for students to utilize language in different capacities.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Orange	Less than 11 Students
80.4 points below standard	85.6 points below standard	1 Student
Decreased -5.3 points	Maintained -0.8 points	
281 Students	183 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Orange	147.2 points below standard
93.6 points below standard	80.5 points below standard	Maintained +0.8 points
Decreased -8.2 points	Decreased -6 points	39 Students
85 Students	258 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 81.4 points below standard Decreased -4.6 points 267 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.2 points below standard Decreased -3.1 points 125 Students	30.3 points below standard Decreased -6 points 58 Students	89.7 points below standard Decreased -6.5 points 68 Students

Conclusions based on this data:

1. Build student capacity in using math journals to show their processes.
2. Instruction will be focused on unpacking word problems.
3. Students need to collaborate about their learning.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange
54.8% making progress towards English language proficiency
Number of EL Students: 250 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26	87	10	127

Conclusions based on this data:

1. Continue to build and utilize an English Learner Tool Box school-wide for tools and practices.
2. Build teacher capacity with scaffolding.
3. Extended learning opportunities for student to utilize the langue in different capacities.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
33.7% Chronically Absent	27.6% Chronically Absent	1 Student
Declined Significantly -13.9	Declined Significantly -15.3	
597 Students	366 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
37.4% Chronically Absent	33.3% Chronically Absent	60% Chronically Absent
Declined Significantly -12.9	Declined Significantly -13.9	Declined -4.3
211 Students	538 Students	85 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 32.8% Chronically Absent Declined Significantly -14.8 570 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	81.8% Chronically Absent Increased 31.8 11 Students

Conclusions based on this data:

1. Continue to dialogue with parents to educate the importance of instruction every day.
2. Connect students to learning and make sure they are happy to come to school.
3. Incentivize through PBIS and positive relationships.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Green	Less than 11 Students
3.1% suspended at least one day	2.1% suspended at least one day	1 Student
Declined Significantly -2	Declined Significantly -2.5	
611 Students	373 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Green	 Yellow	 Green
1.4% suspended at least one day	3.3% suspended at least one day	2.3% suspended at least one day
Declined Significantly -2.1	Declined Significantly -1.8	Declined -4.7
215 Students	547 Students	86 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 3.3% suspended at least one day Declined Significantly -2 582 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	0% suspended at least one day Declined -6.7 13 Students

Conclusions based on this data:

1. Connect student to learning through mentorship, behavior intervention plans, and check in check out.
2. Continuously assess individuals social emotional needs of repeated cases of students.
3. Create extended learning opportunities outside from the school day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Fostering Inclusive Academic Excellence
We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Roosevelt showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:

- English Leaners:70% Standard Not Met (Level 1)
- Hispanic: 53.61% Standard Not Met (Level 1)
- Homeless: 56.67% Standard Not Met (Level 1)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
BPST/Fluency/Star Screener Data in grades K-2	K- 75% proficient in STAR assessment,	
SBAC ELA - English Learners	70% Standard Not Met (Level 1)	Reduce percentage of EL students at level 1 by 7 - 10%
SBAC ELA - Homeless Youth	56.67% Standard Not Met (Level 1)	Reduce percentage of Homeless students at level 1 by 7 - 10%
SBAC ELA - Hispanic	53.61% Standard Not Met (Level 1)	Reduce percentage of Hispanic students at level 1 by 7 - 10%
SBAC ELA - All students	53.27% Standard Not Met (Level 1)	Reduce percentage of All students at level 1 by 7 - 10%
SBAC Math - All Students	55.84% Standard Not Met (Level 1)	Reduce percentage of Math students at level 1 by 7 - 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will incorporate small group instruction in their classrooms to increase the quality of differentiated instruction. Teachers will be provided with opportunities for professional development and collaboration. All staff will participate in classroom visits to gain insights on best practices.	All Students	8,000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries To support all students including EL's, Homeless, Foster, etc. for support in all academic areas. 10,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries ELA, ELD, and Math interventions and enrichment will be provided to all students achieving Not Met and Nearly Met in all grades as well as students above grade level. Use formative, common formative assessments, interim, and summative assessment data to establish instructional priorities to inform classroom instruction, and appropriately place and exit students from intervention and support programs. Students will be provided with Multi- tiers Systems of Supports (MTSS) during school and after school, spring, winter, and or summer breaks. (Teacher Hourly) 10,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional aides to support students in the classroom to meet the student individual needs. 8,000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Transportation for after school/Saturday School. 1,000 Title I Part A: Allocation

			5000-5999: Services And Other Operating Expenditures Transportation for after school/Saturday School. 7,500 Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental instructional materials such as pencils, index cards, highlighters, folders, copy paper, journals, instructional games, literature books, graph paper, CCSS resources, web licenses, consumables materials, etc. 9,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Supplemental instructional materials such as pencils, index cards, highlighters, folders, copy paper, journals, instructional games, literature books, graph paper, CCSS resources, web licenses, consumables materials, etc. 3,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries ELA, ELD, and Math interventions and enrichment will be provided to all students achieving Not Met and Nearly Met in all grades as well as students above grade level. Use formative, interim, and summative assessment data to establish instructional priorities to inform classroom instruction, and appropriately place and exit students from intervention and support programs. Students will be provided with Multi- tiers Systems of Supports (MTSS) during school and after school, spring, winter, and or summer breaks. 3,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra hours for instructional aides to support students' instructional needs in ELA, ELD, and or Math.

			2,094 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Visual and performance Arts (VAPA) Contracts artist/instructors to provide enrichment opportunities for students (dance, piano/keyboarding) etc.
1.2	Awareness and Identification: Train teachers and staff to identify signs of homeless and provide sensitivity training to create a supportive environment.	Homeless Students	20,000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Composition books, graph and line paper, paper for reproducible books, binders, posters, easels, pencils, highlighters student planners/agendas, plastic containers, tables, CCSS resources, literature books, chairs, consumable materials, whiteboards, butcher paper, T-shirts for the Spelling Bee, Mathletics programs, Student Council, and Playworks Jr. Coaches, Web licenses professional development books to conduct book studies to learn from each other and build capacity, materials/resources to support and enhance teacher collaboration, DIBELS, tables, stopwatches, chairs, rulers, art supplies to support VAPA programs, PE equipment, storage to store PE equipment, portable stage, butcher paper, butcher paper dispenser, etc. Purchase of STEAM materials for science, technology, engineering, and math for students in all grades. 5,294.18 Title I Part A: Allocation 4000-4999: Books And Supplies CCSS resources and book sets, literature books, periodicals, binders, consumable materials, composition books, graph and line paper, paper for reproducibles books, pencils,

			highlighters student planners/agendas, web licenses, RIF books, Read Naturally, manipulatives, etc. 5,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Provide accommodations and equipment to support high needs students (flexible seating, privacy screens, et.) 5000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Classified staff to support before, during, after, Saturday, Spring, Winter or Summer School programs. Extra hours-custodians, office staff, health aide, parent coordinator, instructional aides, etc. 4,537 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teachers to provide after/Saturday, Fall, Winter, Spring school intervention or extra curriculum for students 10,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Teachers to provide after/Saturday, Fall, Winter, Spring school interventions or extra curriculum for students.
1.3	Academic Support: Offer before or after school tutoring sessions, peer mentoring programs, and small group instruction to address learning gaps and reinforce ELA learning skills.	Homeless students	500 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Create partnerships with Sylvan, Jump Into English, Jump Into Math, and other vendors to provide extended learning opportunities. 7,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Create partnerships with Sylvan, Jump Into English,

			Jump Into Math, and other vendors to provide extended learning opportunities.
1.4	Provide professional development opportunities that increase teacher efficacy and improve student achievement.	All students	3,000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Conferences/Workshops will be offered on effective teaching strategies, instructing EL's, challenging students, technology, classroom management, professional development to improve student achievement in ELA, ELD, Math, conference registrations, different costs, GLAD, SUTW, PBIS Conference, and other Climate-related professional development needed Olweus Anti-bullying training and consulting services, etc. 3,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Release time, learning walks, substitute pay or hourly cost 4,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Conferences/Workshops will be offered on effective teaching strategies, instructing EL's, challenging students, technology, classroom management, professional development to improve student achievement in ELA, ELD, Math, conference registrations, assorted costs, Olweus Antibullying consulting services, etc. 4,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher collaboration time to analyze student data to plan strategies and intervention to increase student achievement. Student achievement data will collect to entered n the district

			assessment reporting system. This data and data from common formative assessments will be analyzed at grade level collaboration meetings to inform instruction and guide decision-making. 3,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Teacher collaboration time to analyze student data to plan strategies and intervention to increase student achievement. Student achievement data will collect to entered n the district assessment reporting system. This data and data from common formative assessments will be analyzed at grade level collaboration meetings to inform instruction and guide decision-making. 1,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitute cost to release teachers for PD or for grade level collaboration 5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute cost to release teachers for PD or for grade level collaboration 1,000 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase books and materials referenced at PD to improve teacher efficacy. 2,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Provide coffee, water, snacks, food, etc. to incentives teacher/staff to attend professional development or during collaboration meetings.
1.5	Social and Emotional Support: Provide opportunities for counseling services and resources for coping with homelessness. Connect	All students, and targeted groups such as	2,000 Title I Part A: Allocation

	families with the Family Resource Center (FRC) and Homeless Facilitator.	EL's Homeless, Foster, etc.	4000-4999: Books And Supplies Purchase RIF books to increase student achievement 5,000 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase class sets of books for reading, MTSS, maintain and update the library collection, and extended learning opportunities 1,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 4 hours daily library aide provided by the district, additional extra hours to have the library accessible to families after school to checkout books, parent events, book fairs, Family Literacy Night to collaborate with other librarians, etc.
1.6	Additional Instructional technology as needed to enhance instruction, learning, and attaining 21st Century skills.	All students, and targeted groups such as EL's Homeless, Foster, etc.	7,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Chromebooks, iPads, headphones, mice, charging carts, Software licenses, microphones, projectors/screens, document cameras, speakers, bulbs, power adapters, Lazer pointers, PA system, microphones, printers, ink, charging carts, laminating machine, laminating film, poster maker paper, cover molding for extension cords, etc. to support student use. 1,000 Title I Part A: Allocation 4000-4999: Books And Supplies Chromebooks, iPads, headphones, mice, charging carts, Software licenses, microphones, projectors, document cameras, speakers, bulbs, power adapters, Lazer pointers, PA system, charging carts, poster maker paper, ink cartridges for poster maker and printer, cover molding for extension

			cords etc. to support student use. 3,000 Title I Part A: Allocation 4000-4999: Books And Supplies Software license
1.7	Additional Health Aide time to meet the health/hygiene needs of our students. In addition to providing emergency care for illness or injury while at school, to ensure that all students get appropriate referrals to health care providers, to monitor for and control the spread of infectious disease, and or provide education in a variety of health and wellness topics.	All students, and targeted groups such as EL's Homeless, Foster, etc.	8,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional hours for health aide to meet the needs of our students, to support high traffic of students visiting the health aide office, properly document health alerts, frequent communication with parents and staff, availability to students in the after school programs.
1.8	Opportunity and Equal Education Access: Provide Pre-School students and parents support to transition to Kinder; Assist 6th grade transition to middle school.	All students, and targeted groups such as EL's Homeless, Foster, etc.	200 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Provide pre-school and 6th grade parents with training/information about the transition of pre- school to kinder and 6th grade to middle school.
1.9	Socioeconomically Disadvantage Youth: Title I Reading intervention before, during, and after school. Include pre- and post-assessment, identify student goals, and identify teacher/student data collaboration dates.	Socioeconomically disadvantage youth	
1.10	Language DevelopmentActivities: Provide language rich activities that promote vocabulary development, grammar, and syntax. Use visuals, gestures, and real-life examples to support understanding. Incorporate activities such as language games, songs, and role play to make learning engaging and interactive,	English Learners	
1.11	Scaffold Instruction: Provide scaffold instruction that gradually decreases support as students become more proficient in English. Begin with simpler tasks and gradually increase the complexity as students demonstrate proficiency. Use graphic organizers, sentence frames, and visual aids to support comprehension and expression.	English Learners	
1.12	Integrated Language and Content Instruction: Integrate language instruction with content area learning, including contenct language skills to meaningful and authentic contexts, such as reading and discussing literature, writing narratives, and analyzing informational text.	English Learners	

1.13	Culturally Relevant Texts: Select text and materials that reflect the cultural backgrounds and experiences of EL students. Incorporate diverse authors, characters, and settings to promote engagement and relevance. Encourage students to share their own cultural perspectives and experiences.	English Learners	
1.14	Explicit Language Instruction: Provide explicit language instruction in language structures, such as grammar, vocabulary, and syntax. Teach language skills in context, using examples form texts and real-wold solutions/situations. Offer opportunities for student to practice languge skills through speaking, listening, reading, and writing activities.	English Learners	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Succeses:
1. Exited ATSI staus
2. Reduced chronic absenteeism for all student groups by providing student incentives, student focus groups, phone calls home and home visits.
3. RTI implementation - leveling of students for ELA
4. Data collaboration to focus on student needs and common formative assessments to meet student needs.
5. Paraprofessionals in all classrooms for at least a 30 minute period to support differentiated instruction.
6. Grade levels participated identifying Common Core Essential Standards in ELA.
7. Site /district funds 5.5 paraprofessionals.

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

Challenges:
1. Additional training specific to the needs of EL's required
2. Additional cultural awareness training required
3. Additional support required from FRC to support homeless students
4. Limited funding for investments in materials such as library /classroom book
5. Increase number of newcomer students - Additional support staff is needed to provide learning meaningful opportunities.

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 goal will focus on providing effective training to support English Learners, Homeless Youth and Hispanic students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe, Positive, and Well-Resourced Schools
Social Emotional Development: Elementary school is a critical time for social and emotional development. A nurturing and positive environment provides opportunities for students to develop empathy, communication skills, and conflict resolution abilities. These skills are essential for success in school and for navigating through life.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained havens for students to learn, develop, and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We must create more opportunities for staff to learn Trauma-Informed Practices, Deescalation strategies, more vigorous Toolbox/ SEL implementation, safe areas for students within the school environment, and continued PBIS implementation. This includes more supervisors, supplies, and extra miscellaneous employee time to keep students healthy and communicate with parents. We have an increased number of students who have entered the school and have not previously attended a school environment, nor have they been exposed to structures or procedures, thus requiring behavioral and emotional support. Beyond this, our school site continuously requires updates to foster a 21st-century learning environment. Other identified needs are for our Students with Disabilities, which require modified spaces to ensure safe and inclusive environments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ODR Data	Few referrals last year due to virtual environment	Expect to keep ODR's below 10% of population, with limited suspensions.
Culture/Climate/Safety Surveys	62% reported safe school environment	70% or higher will report feeling safe at school.
Counseling pre and post surveys	40 students received counseling services.	10% of students will exit the counseling program based on the pre and post surveys.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Conflict Resolution: Teach students conflict resolution and problem-solving skills to help them navigate social interactions and resolve conflicts peacefully. Provide opportunities for students to practice these skills through role-playing and peer mediation.	All students	1,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Stipend/hourly pay or additional PBIS team member(s) to reenforce character traits/build inclusive environments
2.2	Continuous Improvement: Regularly solicit feedback from students, parents, and staff on ways to improve the school environment. Use data and feedback to address these issues using evidence-based practices.	All students	3,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Provide incentives, rewards, acknowledgement for academic efforts, citizenship, honor roll, and social development. Student incentives will be used to motivate/promote student attendance, trophies, school wear/apparel, bumper stickers, erasers, pens/pencils with school logo. Provide anti-bullying/character assemblies and consultation services with Olweus Antibullying Program. 2,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Maintain a student council team for students in grades 3-6 to develop leadership by organizing and carrying out school activities and service projects. Student council team will plan events that contribute to school spirit and community welfare, the student council team is the voice of the student body. They will need t-shirts, posters, plants to beautify the garden, vests, supplemental materials, etc. 1,000 LCFF-Concentration/Supplemental

			4000-4999: Books And Supplies To extend the opportunity for students in 4-6 grade to participate in a school-wide.district, county spelling bee competition. Spelling Bee competitions will help students improve their spelling, increase vocabulary, learn concepts, and develop correct English usage. Provide trophies, t-shirts, certificates, medallions, etc. 1,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Improve Attendance: No tardy celebrations, perfect attendance celebrations, celebrate by incentivizing with popcorn, snow cones, candy cotton rewards, medallions, certificates, etc. 1,190 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Rent tower lights, games booths, snacks, purchase foldable tables, stage for performances, sweet bread, DJ, etc to host Fall, Winter and Spring Carnivals at school. 1,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries To extend the opportunity for students in 4-6 grade to participate in a school-wide.district, county spelling bee competition by hiring a certificated staff to work with students. Spelling Bee competitions will help students improve their spelling, increase vocabulary, learn concepts, and develop correct English usage. 1,000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contract with yard-peeps, signs.com, and other vendors

			for Roosevelt Bears signs, etc.
2.3	Establish Clear Safety Protocols: Develop and communicate clear safety protocols for emergencies such as fire rills, lock down, procedures, and evacuation plans. Regularly practice these protocols with students and staff to ensure everyone knows what to do in case of an emergency,	All students	2,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase vests, jackets, hats, etc. tp support students leadership and increase visibility of campus supervisors. 1,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Signage, radios, locks, etc. to secure campus and alert visitors to protocols 5,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase recess and P.E. equipment. Provide board games for students to interact with each other during rainy day schedule. 3,000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Reduce referrals through improved supervision to increase adult/student ratio and student safety. 2,000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Monthly noon duty extra time through collaboration: Review lunch procedures, maintain consistency, communicate any changes or challenges and to prevent dangerous situations. Extra time to assist supervise during Winter, Fall, and Spring carnivals for the safety of students.
2.4	Implement a comprehensive Bully Prevention Program:	All students	4,000 LCFF-Concentration/Supplemental

	Create and implement a program that educate students, teachers, and parents about bully prevention Strategies. Encourage open communication and provide resources for students who experience bulying.		5800: Professional/Consulting Services And Operating Expenditures Contract with Harmony at Home for anti-bullying trainings, class meetings, materials, curriculum, etc. for to reduce bullying.
2.5	Promote Positive Behavior: Implement a school-wide positive behavior support program that rewards students for demonstrating positive behaviors. Recognize and celebrate acts of kindness, responsibility, and respect.	All students	5,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase equipment to support high needs students and SEL strategies
2.6	Provide Ongoing Professional Development: Offer regular training professional development opportunities for teachers and staff on topics such as classroom management cultural competency, and trauma informed practices.	All students	1,000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contract with presenters for assemblies 5,000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures
2.7	Provide Counseling and Support Services: Ensure access to counseling as support services for students who may be experiencing social emotional or behavioral challenges. Forster a supportive environment where students feel comfortable seeking help when needed.	All students	1,000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Extra Hours to support students
2.8	Maintain a Clean & Well Organized Facility: Develop a routine maintenance schedule to ensure the school buildings and grounds are clean and well-maintained. Regularly inspect facilities for any hazards or issues that must be addressed promptly.	All students	500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Materials
2.9	Build capacity of teachers to reduce bullying through classroom meetings and Olweus Antibullying implementation.	All students	1,000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Supplies
2.10	Provide materials to enhance campus safety.	All students	1,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase vests, materials
2.11	Maintain a safe learning environment through school-wide implementation of Olweus anti-bullying program, Restorative Justice, Positive Behavior Intervention Supports (PBIS), and Mindfulness	All students	2,000 LCFF-Concentration/Supplemental

	program, and restorative justice peer mediation. Positive school culture is built on a caring, trusting, inclusive, and respectful relationships among students, staff, and families. The implementation of positive disciplinary measures that are inclusive and evidence-based begins with the development of relationships.		4000-4999: Books And Supplies
2.12	Provide engaging assemblies, events, field-trips, etc. to motivate shared sense of belonging and increase attendance.	All students	5,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Buses, admission fees for field-trips, presenters' fees
2.13	Provide flexible classroom furnishings and other equipment to allow movement, standing, etc. Equity of access to learning when students are high energy/distractible/etc.	All students	2,000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Successes:
1. Significantly reduced ODRs
2. Integrated technology to enhance safety at school, such as walkie-talkies.
3. Provided opportunities for students to participate in Anti-Bully assemblies to develop conflict resolution skills.
4. Increased student supervision during the school day by hiring additional classified staff.
5. Reduced suspension rates for the following student groups: EL's Homeless and SWD by identifying students and implementing Restorative Justice practices.

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

Challenges:
1. Limited student supervision during the school day
2. Limited counseling services
3. Limited time to provide SST/COS services for students

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

The goals will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Cultivate Quality Staff to Provide Excellent Service
Cultivate a team of dedicated, motivated, and empowered staff members who are committed to providing exceptional services and creating a positive environment for students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Currently, approximately one-third of the staff participates in extended Professional Development. To improve student achievement, staff would benefit from enhancing student engagement and teaching skills that can be acquired through participation in all district and school professional developments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Participation in district conferences/workshop staff logs.		10% increase
Attendance/Participation in site conferences/workshop staff logs.		10% increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional Development Opportunities: Offer ongoing professional development opportunities: Offer ongoing professional development opportunities to support staff members in perfecting their skills and staying updated on best practices in	All students	4,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	education, This may include workshops, conferences, webinars and opportunities to enhance teaching skills.		Conferences registrations, milage, travel fees, etc. 3,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hire substitutes when release time is needed.
3.2	Collaboration, Planning, and Reflection: Collaboration among staff members through regular team meetings, collaboration planning sessions, peer observation and feedback opportunities, and providing time for feedback on teaching practices and student outcomes.	All students	2,700 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Conferences registrations, milage, travel fees, etc. 1,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hire substitutes when release time is needed.
3.3	Recognition & Rewards: Recognize and celebrate staff members who demonstrate excellence in their work. This can include rewards certificates, shout-outs in staff meetings, and other forms of recognition to school appreciation for their dedication and hard work.	All students	3,238 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher collaboration
3.4	Clear Expectations & Supportive Leadership: Establish clear expectations for staff performance and provide the necessary support and resources to help staff meet those expectations. Foster a supportive leadership culture where staff feel valued, respected, and empowered to succeed.	All students	
3.5	Staff Wellness Initiatives: Prioritize staff wellness and well-being by offering resources and programs to support their physical, emotional, and mental health. This may include wellness workshops, access to counseling services and opportunities for mindfulness and stress reductions	All students	
3.6	Shared Vision & Core Values: Development and Communicate a shared vision and core values that guide the work of the school community. Ensure that staff members understand and align with the mission, vision, and provide values of the school and provide for staff to contribute to shaping these elements.	All students	
3.7	Continuous Improvement Culture: Foster a culture of continuous improvement, where staff members are encouraged to reflect on their practice, take risks, and innovate to meet students' evolving needs. Encourage experimentation and learning from both success and failure.	All students	
3.8	Feedback & Communication Channels: Establish open and transparent communication channels for staff to provide feedback, share ideas, and express concerns. Actively seek input from	All students	

	staff members on decisions that affect their work and school community.		

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Successes:
1. Schoolwide training for certificated staff in Thinking Maps and Write for the Beginning training
2. After-school certificated collaboration was provided with pay.
3. Fully staffed with certificated/classified teachers.

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

Challenges:
1. Limited attendance in PD provided after school.
2. Limited time for site-based professional development needs.
3. High absenteeism rate due to unexpected circumstances.

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 goals will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Enhance Belonging and Strengthen Home, School, and Community Partnerships
The desired result is to increase the number of parents who feel as valued partners of the school in order to increase parent participation in school meetings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A significant number of parents do not feel as a valued partner at school.
There are a limited number of parents who participate in parent meetings even when incentives are provided.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation logs	10 parents	Increase by 50%
Parent surveys: Family Engagement" Overall I feel that I am a valued partner at my child's school"	33% favorable	85% of students and families will report students feel safe at school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Advertise meetings and events in multiple ways such as electronic platform, paper flyers and robo calls.	All students	100.83 Title I Part A: Parent Involvement

			5000-5999: Services And Other Operating Expenditures Provide pre-school and 6th grade parents with training/information about the transition of pre- school to kinder and 6th grade to middle school. 100 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Family Literacy, Math, and Science Night: Staff facilitate activities that include strategies to promote academic achievement and share strategies for students to learn. 500 Title I Part A: Allocation 4000-4999: Books And Supplies To provide supplemental materials, literacy books for parents to read to their children. 200 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Provide incentives and/or raffle prizes for students and parents to attend events with their parents such as Family Literacy, Math, and Science Nights. 500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Provide water, coffee, light snacks for parents and students, certificates, etc. when attending workshops/trainings, family events such as the Winter Festival, Day of the Child, Fall Festival, etc. 514 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies To provide light snacks, coffee, water, certificates to recognize volunteer appreciation.

			Volunteers: Appreciation/motivation/hospitality for working with our students and staff, pro bono ie., Junior Achievement, Parent Volunteer Appreciation Day, etc. 500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Coordinator Extra hours to support and facilitate parent meetings, events, phone calls to parents, schedule weekly parent trainings, increase home/school/community communication, refer parents to community resources, serve as a parent liaison at SST meetings, survey parents to determine needed home/school support, coordinate workshops such as Latino Family Literacy, CABE, Kinship Center etc. 550 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries To provide child care for parent meetings/workshops, family school events, etc. 500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries To provide interpretation to parents during parent teacher conferences, parents meetings/workshops, etc. 700 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Custodial Extra time to support with parent/family engagement events/meetings, carnivals, Fall and Winter Festivals, etc.
4.2	Combine student performance activities w/ parent meeting events.	All students, and targeted groups such as El's, Homeless, SpEd, Foster, etc.	705.82 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

			Hourly pay to present at family nights regarding ELA, math, ELD, and/or science 1,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Contract with presenters to provide parents the opportunity to be participate in different workshops/conferences. 1,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Conferences registrations, milage, travel fees, etc 1,000 Title I Part A: Allocation 4000-4999: Books And Supplies Program licenses to learn English, Chromebooks to participate in training/workshops, conferences, etc. 500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries To provide interpretation to parents during parent teacher conferences, parents meetings/workshops, etc.
4.3	Provide pre-school and 6th grade parents with training/information about the transition of pre-school to kinder and 6th grade to middle school.	Pre-School & 6th Grade Students	1000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Extra hours
4.4	Family Literacy, Math, and Science Night: Staff facilitate activities that include strategies to promote academic achievement and share strategies for students to learn.	All students	294.17 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Training parents
4.5	Provide supplemental materials, literacy books for parents to read to their children.	All students	
4.6	Provide light snacks, coffee, water, certificates to recognize volunteer appreciation. Volunteers: Appreciation/motivation/hospitality for working with our students and staff, Parent Volunteer Appreciation Day, etc.	All students	1000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Parent /meeting Supplies
4.7	Parent Coordinator Extra hours to support and facilitate parent meetings, events, phone calls to parents, schedule weekly parent trainings, increase home/school/community communication, refer	All students	500 LCFF-Concentration/Supplemental

	parents to community resources, serve as a parent liaison at SST meetings, survey parents to determine needed home/school support, coordinate workshops such as Latino Family Literacy, CABE, etc.		2000-2999: Classified Personnel Salaries Extra hours
4.8	Provide child care for parent meetings/workshops, family school events, etc.	All students	2000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Childcare services
4.9	Provide interpretation to parents during parent teacher conferences, parents meetings/workshops, etc.	All students	1000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Translation
4.10	Custodial Extra time to support with parent/family engagement events/meetings, carnivals, Fall and Winter Festivals, etc.	All students	500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Extra hours

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

2023-24 Successes:
1. Greater parent participation in the following:
   - ELAC
   - SSC
   - Parent Teacher Conferences
   - Fall/Winter Carnival
   - Coffee Klatches
   - Dual Immersion parent meetings
2. Provided a wider variety of parent workshop opportunities.
3. provided a Family literacy night that had a high number of parent participants.
4. 306 out of 527 responses from parents/guardians who participated in the district survey, which was an increase from the 2022-23 school year.
5. A significant number of parents show up at student performance.

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

2023-24 Challenges:
1. The number of parents who attend school school/parent meetings is limited.
2. Limited funding to support parent engagement activities.

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.

Goal changes:
The goal will remain the same but we will increase the percentage.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$96220
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$252,418.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$94,175.00
Title I Part A: Parent Involvement	$2,045.00

Subtotal of additional federal funds included for this school: $96,220.00

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 ($)
LCFF-Concentration/Supplemental	$156,198.00

Subtotal of state or local funds included for this school: $156,198.00

Total of federal, state, and/or local funds for this school: $252,418.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	94,175	0.00
Title I Part A: Parent Involvement	2,045	0.00
LCFF-Concentration/Supplemental	156,198	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	156,198.00
Title I Part A: Allocation	94,175.00
Title I Part A: Parent Involvement	2,045.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	63,580.82
2000-2999: Classified Personnel Salaries	44,544.17
4000-4999: Books And Supplies	102,698.18
5000-5999: Services And Other Operating Expenditures	22,094.83
5800: Professional/Consulting Services And Operating Expenditures	19,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	35,000.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	20,200.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	76,404.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	17,094.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	28,480.82

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22,500.00
4000-4999: Books And Supplies	Title I Part A: Allocation	26,294.18
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	12,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	100.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,844.17
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	100.83

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,125.18
Goal 2	51,690.00
Goal 3	13,938.00
Goal 4	14,664.82

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hilda Huerta	Principal
Ismael Morales	Classroom Teacher
Sylvia Capuyan	Classroom Teacher
Carmen Rocha	Classroom Teacher
Jessica Ramirez	Other School Staff
April Flint	Parent or Community Member
Lilian Serrano	Parent or Community Member
Guillermo de Jesus	Parent or Community Member
Natalie Alcantara	Parent or Community Member
Yanira Zuniga	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May15, 2024.

Attested:

	Principal, Hilda Huerta on May 15, 2024
	SSC Chairperson, April Flint on May 15, 2024