

School Year:

March 2025 – March 2026



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

School Name	Roosevelt Elementary School
Address	10835 Mallison Avenue. Lynwood, CA 90262
County-District-School (CDS) Code	19647746020283
Principal	Yadira Perez
District Name	Lynwood Unified School District
SPSA Revision Date	September 2024- March 2025
Schoolsite Council (SSC) Approval Date	February 18, 2025
Local Board Approval Date	March 27, 2025

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The mission of Roosevelt Elementary School is aligned to the mission of Lynwood Unified School District. The mission of Roosevelt Elementary School is to guarantee equity and access to meaningful learning experiences that prepare every student for success in middle school and beyond, enabling each student to function as a responsible citizen in a global society. Roosevelt's top priorities are student achievement and safety. We are the BEAR family and value all community members. We promote positive behavior by being respectful, responsible, and fair to create a safe and friendly learning environment for students, staff, and visitors.

The following objectives support the mission of Roosevelt Elementary:

- Each year, all students in grades 3 - 6 will improve one performance band on the state's Smarter Balanced Test, in English Language Arts and Mathematics, until the Advanced performance level is reached and maintained.
- Each year, all English Language Learners will advance one level on the ELPAC, until English Proficiency is reached and all requirements are met for re-designation.
- Each year, all students will participate in setting and monitoring progress towards educational and career goals.
- All students will understand and demonstrate positive behaviors that reflect core values necessary to become responsible citizens.
- Each year, all resources at the school will be used to meet student achievement goals.

School Profile

Roosevelt Elementary School serves 473 students in grades Pre-Kindergarten through sixth. Approximately 94% of Roosevelt students are Hispanic, 5% are African American and less than 1% are other. Of the 473 students in grades Pre-K-6, 36% are English Language Learners.

Roosevelt Elementary School employs 70 staff members, including 29 certificated employees (teachers, school psychologists, speech and language pathologists, occupational therapists, licensed clinical social worker) and 43 classified employees. We currently have 28 teachers (classroom and RSP teachers).

The primary goal for Roosevelt is to ensure that all students receive a solid academic foundation that will propel them as they progress from elementary school, through the middle school and high school years to become college and/or career ready. Roosevelt offers several engaging instructional programs to support the strengths and needs of all students. Roosevelt is one of the three proud elementary schools in the District with the Special Day Class (SDC) Mild-Moderate Programs, hosting 13 SDC classes, 13 General Education Classes and 2 RSP Classes Pre-K through 6th grade. To support students who are struggling with the mastery of standards, teachers provide one-on-one assistance, peer assistance, small-group instruction and guided reading at each student's instructional reading level. Specific strategies for intervention and re-teaching are addressed as well as recommendations for participation in after-school intervention programs or Saturday School Academic Recovery program. Roosevelt also implements other enriched programs for students such as P.S. Arts, Conga dance classes, visual and performing arts, Science Academy, educational field trips, Think Together after-school enrichment, Leadership Academy, and several Social Emotional supporting programs.



Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet at minimum of once monthly to discuss legal requirements. The SSC and ELAC analyze data and compile stakeholder input through a Needs Assessment. Based on a thorough analysis of data and stakeholder input, SPSA school goals are created and revised as needed.

Resource Inequities

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

Meaningful access to targeted reading interventions, during and after-school intervention, before school tutoring, and Saturday academic recovery and EL Specific interventions.
Supplemental mathematics intervention focusing on foundational skills for students. Due to the school's eligibility for Comprehensive Support and Improvement (CSI) funding and the implementation of the school plan to improve student outcomes, as authorized under the Every Student Succeeds Act (ESSA), Title I funding was redistributed accounting these additional resources.

School and Student Performance Data

Student Enrollment 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	0.40%	0.41%	0.42%	2	2	2
African American	4.18%	4.27%	4.00%	21	21	19
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	94.02%	94.11%	94.11%	472	463	447
Pacific Islander	%	0%	%		0	
White	1.20%	1.22%	1.26%	6	6	6
Multiple/No Response	0.20%	0%	0.21%	1	0	1
Total Enrollment				502	492	475

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		20	20
Kindergarten	80	82	47
Grade 1	59	69	64
Grade 2	66	61	69
Grade 3	69	59	65
Grade 4	80	68	63
Grade 5	75	77	70
Grade 6	73	76	77
Total Enrollment	502	492	475

Data Trends:

- From 2022-2023 to 2023-2024 data trends continue to show a consistent decline in enrollment numbers for the past years. Enrollment in 2023 went from 492 to 475 in grades TK-6th grade in 2024. Local data which includes Pre-School SDC (ECE) reflect another 40 students in 2023-2024 resulting in a total enrollment of 515 students.
- The general pattern of school wide enrollment continues to decrease every year with a 8% decline in enrollment. Comparing previous years enrollment with current year, enrollment in the special education classes show a gradual increase in enrollment from 2022-2023 to 2023-2024 school year.
- In 2023-2024 school attendance data in all groups have shown a continued growth. The trend of high numbers in chronic absenteeism continue to impact some of our most vulnerable populations and largest subgroups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	214	211	188	34.90%	42.6%	39.6%
Fluent English Proficient (FEP)	72	57	60	18.30%	14.3%	12.6%
Reclassified Fluent English Proficient (RFEP)	23	17		4.7%	11.0%	

Data Trends:

1. The total enrollment of English Learners decreased slightly from 22-23 data when compared to 23-24.
2. The percentage of students classified as Fluent English Proficient continued to decrease for the past year. From 14.3% in 22-23 to 12.6% in 23-24.
3. The data also shows the assessment, ELPAC, in combination with the reclassification criteria which includes SBAC scores, continues to be a barrier leading to a larger number of students classified as ELs. The latest data from 23-24 available shows a slight decrease in the number of EL students able to reclassify.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	63	69	66	59	66	66	59	66	95.7	93.7	95.7
Grade 4	81	72	63	78	70	62	78	70	62	96.3	97.2	98.4
Grade 5	79	77	72	77	75	69	77	75	69	97.5	97.4	95.8
Grade 6	76	79	80	74	76	78	74	76	78	97.4	96.2	97.5
All Grades	305	291	284	295	280	275	295	280	275	96.7	96.2	96.8

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2338.	2363.	2339.	6.06	10.17	7.58	9.09	10.17	12.12	18.18	28.81	13.64	66.67	50.85	66.67
Grade 4	2379.	2377.	2377.	3.85	5.71	9.68	15.38	12.86	17.74	14.10	18.57	9.68	66.67	62.86	62.90
Grade 5	2431.	2410.	2415.	10.39	4.00	7.25	12.99	9.33	17.39	16.88	29.33	13.04	59.74	57.33	62.32
Grade 6	2474.	2450.	2440.	4.05	3.95	3.85	24.32	18.42	16.67	29.73	25.00	23.08	41.89	52.63	56.41
All Grades	N/A	N/A	N/A	6.10	5.71	6.91	15.59	12.86	16.00	19.66	25.36	15.27	58.64	56.07	61.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.06	6.78	6.06	50.00	59.32	45.45	43.94	33.90	48.48
Grade 4	5.13	5.71	9.68	55.13	52.86	46.77	39.74	41.43	43.55
Grade 5	7.79	8.00	5.80	50.65	52.00	47.83	41.56	40.00	46.38
Grade 6	9.46	5.26	6.41	56.76	47.37	39.74	33.78	47.37	53.85
All Grades	7.12	6.43	6.91	53.22	52.50	44.73	39.66	41.07	48.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	5.08	1.52	32.31	44.07	39.39	60.00	50.85	59.09
Grade 4	1.28	4.29	6.45	39.74	37.14	32.26	58.97	58.57	61.29
Grade 5	7.79	6.67	2.90	42.86	46.67	37.68	49.35	46.67	59.42
Grade 6	2.70	3.95	5.13	50.00	44.74	34.62	47.30	51.32	60.26
All Grades	4.76	5.00	4.00	41.50	43.21	36.00	53.74	51.79	60.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.06	3.39	3.03	57.58	69.49	69.70	36.36	27.12	27.27
Grade 4	1.28	2.86	1.61	70.51	58.57	61.29	28.21	38.57	37.10
Grade 5	3.90	4.00	2.90	68.83	58.67	60.87	27.27	37.33	36.23
Grade 6	9.46	2.63	2.56	74.32	75.00	67.95	16.22	22.37	29.49
All Grades	5.08	3.21	2.55	68.14	65.36	65.09	26.78	31.43	32.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.52	10.17	9.09	54.55	50.85	51.52	43.94	38.98	39.39
Grade 4	0.00	4.29	11.29	57.69	60.00	41.94	42.31	35.71	46.77
Grade 5	10.39	4.00	11.59	57.14	49.33	44.93	32.47	46.67	43.48
Grade 6	5.41	6.58	6.41	77.03	56.58	61.54	17.57	36.84	32.05
All Grades	4.41	6.07	9.45	61.69	54.29	50.55	33.90	39.64	40.00

Data Trends:

1. Trends observed on the SBAC Results English Language Arts/Literacy (All Students) show a higher percentage of student participation on this test this year when compared to 22-23. Demonstrating effective communication skills continues to be the area of highest need with only 2.55% of students scoring above standard.
2. Percentage rate in grades 3rd-5th remained relatively stable, hovering around 6-7%. This suggests that a relatively small percentage of students consistently exceeded reading comprehension standards.
Grade 6: Shows the highest percentage above standard in 21-22, but this drops significantly in 22-23. Leveraging the negative impact of the post pandemic recovery stage and the lingering effects impacting attendance and enrollment rates have shown the challenges that continue to maintain academic growth.
3. The overall trends in the specific ELA domains from the academic year 23-24 percentage remains relatively low, below 12% in above standard in research/inquiry standards. Next steps: implement targeted interventions to support struggling students with research/inquiry skills across all grade levels. Review the curriculum and instructional practices related to research/inquiry to ensure they are aligned with best practices and effectively address the needs of all students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	63	69	66	60	66	66	60	66	95.7	95.2	95.7
Grade 4	81	72	63	78	70	62	78	70	62	96.3	97.2	98.4
Grade 5	79	77	72	77	75	69	77	75	69	97.5	97.4	95.8
Grade 6	76	79	80	75	78	79	75	78	79	98.7	98.7	98.8
All Grades	305	291	284	296	283	276	296	283	276	97.0	97.3	97.2

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2372.	2391.	2387.	4.55	8.33	7.58	25.76	21.67	22.73	21.21	28.33	21.21	48.48	41.67	48.48
Grade 4	2376.	2387.	2400.	1.28	2.86	6.45	5.13	5.71	16.13	26.92	25.71	19.35	66.67	65.71	58.06
Grade 5	2422.	2387.	2419.	3.90	0.00	2.90	6.49	4.00	11.59	22.08	16.00	23.19	67.53	80.00	62.32
Grade 6	2465.	2417.	2410.	4.00	6.41	3.80	17.33	5.13	0.00	25.33	25.64	18.99	53.33	62.82	77.22
All Grades	N/A	N/A	N/A	3.38	4.24	5.07	13.18	8.48	11.96	23.99	23.67	20.65	59.46	63.60	62.32

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.55	8.33	13.64	43.94	50.00	36.36	51.52	41.67	50.00
Grade 4	2.56	2.86	6.45	30.77	31.43	38.71	66.67	65.71	54.84
Grade 5	3.90	0.00	4.35	41.56	24.00	34.78	54.55	76.00	60.87
Grade 6	4.00	6.41	2.53	45.33	30.77	26.58	50.67	62.82	70.89
All Grades	3.72	4.24	6.52	40.20	33.22	33.70	56.08	62.54	59.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.55	11.67	7.58	53.03	56.67	51.52	42.42	31.67	40.91
Grade 4	0.00	2.86	9.68	35.90	47.14	43.55	64.10	50.00	46.77
Grade 5	3.90	0.00	1.45	45.45	46.67	49.28	50.65	53.33	49.28
Grade 6	5.33	6.41	2.53	56.00	41.03	53.16	38.67	52.56	44.30
All Grades	3.38	4.95	5.07	47.30	47.35	49.64	49.32	47.70	45.29

Data Trends:

1. Trends observed on the SBAC Results Mathematics (All Students) Grade 3: Shows an increase from 21-22 to 22-23, but a slight decrease in 23-24.
Grade 4: Shows a consistent increase across the three years. Grade 5: Shows a decrease from 21-22 to 22-23, then an increase in 23-24. Grade 6: Shows a consistent decrease across the three years.
2. Other data trends show a decline across the three years, indicating a decrease in the overall proportion of students meeting problem-solving and data analysis standards % at or near standard. Whereas 3rd graders demonstrated a notable increase in the percentage of students "Above Standard" in 2023-24.
3. The overall trends show a need to emphasize the development of communication skills in mathematics instruction, including explaining reasoning and justifying solutions. Implement targeted interventions for struggling students, particularly in Grade 5 and those consistently falling "Below Standard."

School and Student Performance Data

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1395.1	1412.5	1416.9	1406.0	1413.8	1421.4	1369.2	1409.1	1406.0	41	39	29
1	1388.2	1410.1	1424.4	1413.7	1415.1	1438.4	1362.1	1404.8	1409.7	23	32	25
2	1459.0	1448.3	1459.9	1466.0	1447.3	1465.9	1451.4	1448.9	1453.5	27	27	30
3	1462.4	1474.8	1466.8	1460.4	1446.3	1464.2	1463.8	1502.7	1469.0	29	25	26
4	1489.5	1479.8	1495.0	1490.5	1472.2	1496.8	1487.9	1486.8	1492.9	37	31	25
5	1505.3	1487.6	1503.2	1500.3	1470.8	1509.4	1509.9	1503.9	1496.4	38	36	28
6	1508.5	1504.4	1512.2	1507.6	1498.2	1505.9	1508.9	1510.1	1518.0	24	30	30
All Grades										219	220	193

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.88	10.26	24.14	17.07	35.90	24.14	60.98	35.90	27.59	17.07	17.95	24.14	41	39	29
1	0.00	0.00	8.00	13.04	14.29	20.00	30.43	42.86	28.00	56.52	42.86	44.00	23	28	25
2	3.70	0.00	13.33	40.74	33.33	23.33	33.33	37.50	40.00	22.22	29.17	23.33	27	24	30
3	0.00	8.00	0.00	24.14	32.00	23.08	37.93	32.00	57.69	37.93	28.00	19.23	29	25	26
4	13.51	12.90	20.00	27.03	25.81	28.00	37.84	19.35	24.00	21.62	41.94	28.00	37	31	25
5	13.16	11.11	21.43	28.95	19.44	14.29	42.11	30.56	35.71	15.79	38.89	28.57	38	36	28
6	0.00	10.00	10.00	50.00	26.67	36.67	37.50	43.33	33.33	12.50	20.00	20.00	24	30	30
All Grades	5.94	7.98	13.99	27.85	26.76	24.35	41.55	34.27	35.23	24.66	30.99	26.42	219	213	193

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.88	12.82	27.59	24.39	33.33	24.14	53.66	33.33	20.69	17.07	20.51	27.59	41	39	29
1	0.00	0.00	8.00	17.39	14.29	44.00	47.83	60.71	20.00	34.78	25.00	28.00	23	28	25
2	11.11	8.33	26.67	55.56	41.67	36.67	22.22	25.00	20.00	11.11	25.00	16.67	27	24	30
3	20.69	12.00	11.54	17.24	48.00	38.46	31.03	0.00	15.38	31.03	40.00	34.62	29	25	26
4	21.62	25.81	44.00	35.14	35.48	20.00	29.73	9.68	24.00	13.51	29.03	12.00	37	31	25
5	18.42	13.89	35.71	52.63	38.89	25.00	18.42	13.89	28.57	10.53	33.33	10.71	38	36	28
6	20.83	30.00	26.67	54.17	36.67	36.67	16.67	10.00	26.67	8.33	23.33	10.00	24	30	30
All Grades	14.16	15.02	25.91	36.53	35.21	32.12	31.96	22.07	22.28	17.35	27.70	19.69	219	213	193

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	7.32	15.38	20.69	78.05	53.85	48.28	14.63	30.77	31.03	41	39	29	
1	17.39	7.14	24.00	52.17	60.71	60.00	30.43	32.14	16.00	23	28	25	
2	7.41	12.50	20.00	85.19	70.83	63.33	7.41	16.67	16.67	27	24	30	
3	13.79	28.00	7.69	48.28	60.00	65.38	37.93	12.00	26.92	29	25	26	
4	40.54	17.86	36.00	45.95	71.43	44.00	13.51	10.71	20.00	37	28	25	
5	10.53	23.53	28.00	76.32	52.94	52.00	13.16	23.53	20.00	38	34	25	
6	12.50	30.00	15.38	79.17	43.33	76.92	8.33	26.67	7.69	24	30	26	
All Grades	15.98	19.23	21.51	66.67	58.17	58.60	17.35	22.60	19.89	219	208	186	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	2.44	2.56	31.03	68.29	76.92	37.93	29.27	20.51	31.03	41	39	29	
1	0.00	0.00	4.00	56.52	70.37	76.00	43.48	29.63	20.00	23	27	25	
2	23.08	25.00	23.33	65.38	50.00	63.33	11.54	25.00	13.33	26	24	30	
3	34.48	10.53	34.62	31.03	68.42	34.62	34.48	21.05	30.77	29	19	26	
4	16.67	30.77	47.62	66.67	50.00	42.86	16.67	19.23	9.52	36	26	21	
5	57.89	32.14	57.69	21.05	46.43	23.08	21.05	21.43	19.23	38	28	26	
6	41.67	48.28	40.00	45.83	37.93	40.00	12.50	13.79	20.00	24	29	25	
All Grades	25.35	20.83	33.52	50.69	57.81	45.60	23.96	21.35	20.88	217	192	182	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.44	7.69	10.34	68.29	74.36	65.52	29.27	17.95	24.14	41	39	29
1	4.35	3.57	12.00	26.09	32.14	20.00	69.57	64.29	68.00	23	28	25
2	3.85	4.17	0.00	65.38	50.00	50.00	30.77	45.83	50.00	26	24	30
3	0.00	16.00	3.85	44.83	52.00	34.62	55.17	32.00	61.54	29	25	26
4	5.56	9.68	12.50	33.33	32.26	41.67	61.11	58.06	45.83	36	31	24
5	7.89	8.82	3.85	55.26	38.24	38.46	36.84	52.94	57.69	38	34	26
6	4.17	6.67	0.00	41.67	30.00	50.00	54.17	63.33	50.00	24	30	24
All Grades	4.15	8.06	5.98	49.31	45.02	43.48	46.54	46.92	50.54	217	211	184

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.51	43.59	48.28	29.27	43.59	41.38	51.22	12.82	10.34	41	39	29
1	0.00	7.14	0.00	21.74	46.43	60.00	78.26	46.43	40.00	23	28	25
2	7.41	8.33	16.67	44.44	50.00	63.33	48.15	41.67	20.00	27	24	30
3	6.90	36.00	0.00	68.97	52.00	80.77	24.14	12.00	19.23	29	25	26
4	14.29	17.86	9.09	54.29	53.57	54.55	31.43	28.57	36.36	35	28	22
5	18.42	23.33	10.00	47.37	43.33	50.00	34.21	33.33	40.00	38	30	20
6	4.17	28.00	25.00	79.17	44.00	65.00	16.67	28.00	10.00	24	25	20
All Grades	11.52	24.62	16.28	48.39	47.24	59.30	40.09	28.14	24.42	217	199	172

Data Trends:

1. The total number of students tested for ELPAC across all grades shows a decrease in 2023-24 (from 220 to 193). This could be due to various factors, such as changes in student enrollment or testing participation.
2. Kindergarten & 1st Grade: Show consistent increases over the three years. This suggests positive growth in English language proficiency for these early grades. Grades 2-6: Show more fluctuation. Some grades show increases in some years and decreases in others. There's no clear consistent trend across these grades. Highest Scores: Grades 5 and 6 tend to have the highest overall mean scale scores, which is expected as students progress and develop their English language skills.
3. To continue to make progress the objective is to monitor student progress on the ELPAC and use data to inform instruction and intervention strategies. Provide targeted support for English language learners in grades 2-6, focusing on areas or reading comprehension and writing domains.

School and Student Performance Data

Student Population

The 2024 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.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	94.3%	39.6%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	39.6%
Foster Youth	0	0.0%
Homeless	28	5.9%
Socioeconomically Disadvantaged	448	94.3%
Students with Disabilities	186	39.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	4%
American Indian	2	0.4%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	447	94.1%
Two or More Races	1	0.2%
Pacific Islander	0	0.0%
White	6	1.3%

Conclusions based on this data:

1. The majority of students that are enrolled at Roosevelt fall under the Socioeconomically Disadvantaged group, with 94.3% as the largest subgroup.

2. From Roosevelt's total population, 39.6% are classified as English Language Learners and 39.2% Students with Disabilities making these the next two largest subgroup.
3. In conclusion, Roosevelt students are primarily from socio-economically disadvantaged, Hispanic, English Learner, and Students with Disabilities subgroups. These vulnerable populations require targeted support to ensure equitable academic growth, attendance, and mental health outcomes for all students. Continuous monitoring of student performance, particularly for the most vulnerable, is essential for maintaining equity.

School and Student Performance Data

Overall Performance

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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2024 Dashboard data (Status) reveals very low ELA performance levels due to ongoing inequities, lack of access, poor attendance, and learning gaps in the testing grades. These factors disproportionately affect our three largest student subgroups: over 94.3% are Socioeconomically Disadvantaged, over 39.6% are English Learners, and over 39.2% have Disabilities.

2. The 2024 Dashboard's most current data (Status) reveals that the low Math Status level for state measures is likely due to a combination of persistent inequities, lack of access, poor attendance, and learning loss. These factors disproportionately affect the school's largest student subgroups: 94.3% are Socioeconomically Disadvantaged, 39.6% are English Learners, and 39.2% have Disabilities.
3. In conclusion, the 2024 Dashboard's most current data (Status), when compared to data from 2023, reveals that English Language Arts performance levels continue to be a major concern. However, Math Performance and English Learner Progress have shown growth, with English Learner Progress increasing by two levels. Additionally, Academic Engagement, as measured by a lower rate of chronic absenteeism in 2024, has also improved. These positive changes are attributed to EL Specific interventions, Math after school programs, PBIS supports, re-engagement efforts to in person instruction, Mental health supports, and other multi-tier systems of support available for students and staff.

School and Student Performance Data

Academic Performance English Language Arts

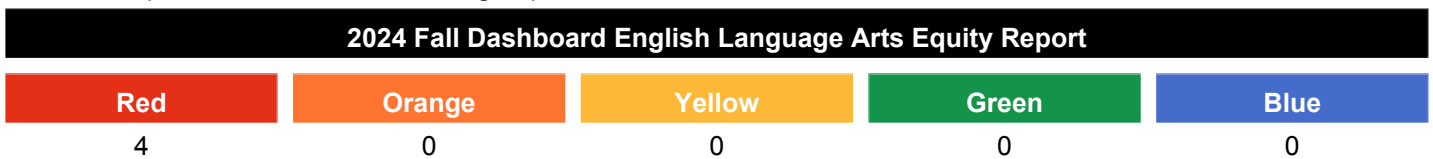
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Red</p> <p>89.7 points below standard</p> <p>Declined 7.6 points</p> <p>258 Students</p>	<p>English Learners</p> <p> Red</p> <p>105.5 points below standard</p> <p>Maintained 1.6 points</p> <p>123 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>141.4 points below standard</p> <p>Declined 14.4 points</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Red</p> <p>92.5 points below standard</p> <p>Declined 6.6 points</p> <p>245 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>156.9 points below standard</p> <p>Declined 17.0 points</p> <p>115 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>113.8 points below standard</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>88.8 points below standard</p> <p>Declined 8.4 points</p> <p>243 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

Conclusions based on this data:

- Based on the 2024 Dashboard most current year of data (also known as Status) performance levels, we conclude that overall Performance is Below Standard –The data indicates that all students, as a group, are performing 89.7 points below the standard on the English Language Arts assessment. Additionally, student performance has declined by 7.6 points compared to the previous assessment. The total number of students assessed is 258. This suggests that overall student achievement in English Language Arts is significantly below the expected grade-level standard. Addressing this need may require targeted interventions, additional support, and instructional improvements.
- English Learners are performing lower than the overall student population (who were 89.7 points below standard). This suggests that language barriers and other challenges are significantly impacting their ability to meet ELA standards. The performance disparity between English learners and the general student population highlights an achievement gap that may require targeted interventions, such as English language development programs, tutoring, or differentiated instruction.
- Based on the 2024 California School Dashboard ELA status, the biggest gap is between students with disabilities and all students. While student performance in English Language Arts varies across student groups, on average students with disabilities perform well below the expected proficiency level. While the gap in performance across other student groups is also concerning, students with disabilities are facing significant challenges in this area.

School and Student Performance Data

Academic Performance Mathematics

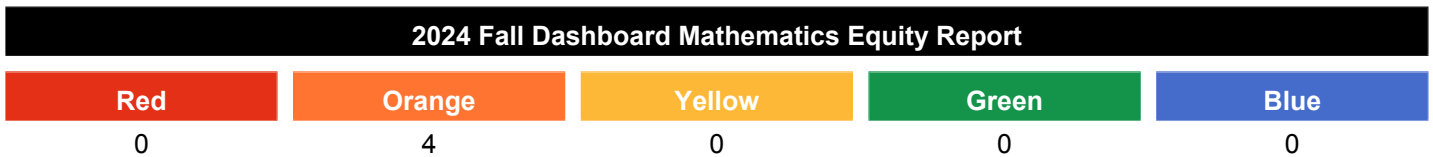
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>97.0 points below standard</p> <p>Increased 8.6 points</p> <p>258 Students</p>	<p>English Learners</p> <p>Orange</p> <p>111.5 points below standard</p> <p>Increased 15.3 points</p> <p>123 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>127.3 points below standard</p> <p>Increased 14.2 points</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>99.7 points below standard</p> <p>Increased 8.8 points</p> <p>245 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>147.5 points below standard</p> <p>Increased 8.4 points</p> <p>115 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>109.9 points below standard</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>96.1 points below standard</p> <p>Increased 9.8 points</p> <p>243 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

Conclusions based on this data:

1. Based on the 2024 Dashboard most current year of data (also known as Status) performance levels, Overall Low Performance in Mathematics – All students scored 97 points below standard, indicating a significant need for improvement in math instruction, resources, or intervention strategies. English Learners Struggle the Most – With a score of 111.5 points below standard, English learners are underperforming more than the general student population, suggesting language barriers may impact their math comprehension and performance. Students with Disabilities Face the Greatest Challenges – Scoring 147.5 points below standard, this group has the largest gap, highlighting a need for specialized support, accommodations, and differentiated instruction. Socioeconomically Disadvantaged Students Perform Slightly Worse than the Overall Average – With a score of 99.7 points below standard, this group is slightly below the all-student average, suggesting economic factors may contribute to performance gaps, possibly due to limited access to academic support or resources. Hispanic Students Perform Near the Overall Average – Scoring 96.1 points below standard, their performance closely aligns with the overall student population, suggesting their challenges in math may be more reflective of broader instructional or systemic issues rather than subgroup-specific factors.
2. Based on the 2024 Dashboard most current year of data (also known as Status) performance levels, we conclude that students in the Socioeconomic Disadvantage category and Hispanic students make up 94% of our student population, therefore greatly impacting all subgroups. All subgroups demonstrated a slight increase in their math performance.
3. Overall, the 2024 Dashboard most current year of data (also known as Status) performance levels in Math, shows the positive impact that school wide small group pull-out interventions had on all subgroups.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 47.4% making progress. Number Students: 154 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 Students

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.

2024 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
20.1%	32.5%	0%	47.4%

Conclusions based on this data:

- Overall, the 2024 Dashboard most current year of data (also known as Status) performance levels in English Language Progress Indicator, Less than Half Are Making Progress – Only 47.4% of English learners are progressing, indicating that more than half are either stagnating or declining in their English proficiency. More Targeted Support Needed – With over half of students not progressing or regressing, stronger interventions such as additional language support, differentiated instruction, and individualized learning plans may be necessary.
- Based on the 2024 Dashboard most current year of data (also known as Status) performance levels, Significant Decline in Performance – 20.1% of students have dropped one ELPI (English Learner Progress Indicator) level, suggesting that a notable portion of students are struggling rather than improving. Addressing Decline – The 20.1% decrease in proficiency levels is concerning and suggests that some students may need intensive intervention to prevent further regression.
- Overall, the 2024 Dashboard most current year of data (also known as Status) performance levels in English Language Progress Indicator, High Rate of Stagnation – 32.5% of students have maintained the same ELPI level, meaning they are not showing measurable progress in their English proficiency. Improvement Strategies Required – Since nearly a third of students are maintaining their level without improvement, strategies like increased English language development (ELD) instruction, scaffolding, and engagement techniques should be explored to accelerate

learning. Overall, while some progress is being made, a majority of English learners are either stagnating or falling behind, indicating a need for enhanced language acquisition strategies and academic support.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>34.9% Chronically Absent</p> <p>Declined 11</p> <p>510 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>32.2% Chronically Absent</p> <p>Declined 8.4</p> <p>208 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>46.9% Chronically Absent</p> <p>Declined 15</p> <p>32 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>34.9% Chronically Absent</p> <p>Declined 10.1</p> <p>481 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>39.7% Chronically Absent</p> <p>Declined 12.6</p> <p>224 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>59.1% Chronically Absent</p> <p>Increased 7.1</p> <p>22 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>33.9% Chronically Absent</p> <p>Declined 11.7</p> <p>478 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>

Conclusions based on this data:

- The data indicates a positive trend in student attendance:
 Current Year: 34.9% of 510 students were chronically absent, equating to approximately 178 students.
 Previous Year: With an 11 percentage point higher rate, 45.9% of students were chronically absent, totaling about 234 students.
 Improvement: This reflects a reduction of approximately 56 students in chronic absenteeism.
 This decline suggests that interventions such as PBIS, SEL Supports, Community Schools, and positive school culture aimed at improving attendance are yielding results. Chronic absenteeism can significantly impact academic performance and social development. Therefore, it's crucial to continue and possibly enhance current strategies to maintain this positive momentum.
- The data indicates a positive trend in attendance among English Learner (EL) students: Current Year: 32.2% of 208 EL students were chronically absent, equating to approximately 67 students. Previous Year: With an 8.4 percentage point higher rate, 40.6% of EL students were chronically absent, totaling about 84 students. This reflects a reduction of approximately 17 students in chronic absenteeism among EL students. This decline suggests that interventions such as after school EL Specific intervention, quality of Designated and Integrated ELD instruction aimed at improving attendance among EL students are yielding positive results. Chronic absenteeism disproportionately affects English Learners, often leading to lower academic performance and hindering language acquisition. Therefore, it's crucial to continue and possibly enhance current strategies to maintain this positive momentum. Sustaining and building upon effective strategies will be essential in further reducing chronic absenteeism and supporting the academic success of EL students.
- Overall, the data indicates a positive trend aligning with national efforts to address absenteeism among homeless students and students with disabilities. The declines in chronic absenteeism in both subgroups suggest that targeted interventions for students with disabilities are effective. Historically, these students have faced higher absenteeism

rates, often due to health-related issues and accessibility challenges. However, data from the 22 students identified as African American indicates a rise in chronic absenteeism. This upward trend is concerning, especially since African American students have historically experienced higher rates of chronic absenteeism. Factors contributing to this include systemic inequities, socioeconomic challenges, and health disparities. Overall, while there are successes to build upon, a focused and nuanced approach is required to support all student groups effectively.

School and Student Performance Data

Conditions & Climate Suspension Rate

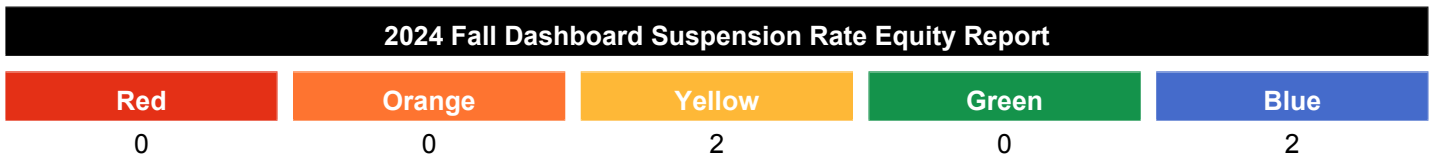
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>524 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 0.4%</p> <p>213 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>3.1% suspended at least one day</p> <p>Increased 3.1%</p> <p>32 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.6% suspended at least one day</p> <p>Increased 0.4%</p> <p>494 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 0.5%</p> <p>230 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>25 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>489 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>

Conclusions based on this data:

- The data indicates a slight increase in the overall suspension rate, rising by 0.4 percentage points to 0.8% of the 524 students, which equates to approximately 4 students being suspended at least once.
- Students with Disabilities and English Learners: Both groups experienced a decline in suspension rates. This positive trend suggests that targeted behavior interventions and support mechanisms for these students are effectively reducing behaviors leading to suspensions.

Homeless and Hispanic Students: Both groups saw an increase in suspension rates. This rise is concerning, especially considering that homeless students often face instability affecting their behavior and academic performance, and Hispanic students have historically been suspended at rates comparable to or lower than their peers.
- Conclusions and Recommendations:**

Positive Outcomes: The reduction in suspensions among students with disabilities and English learners indicates that current support strategies are effective for these populations.

Areas for Improvement: The increased suspension rates among homeless and Hispanic students highlight the need for additional support. Implementing culturally responsive practices, providing socio-emotional support, and addressing the unique challenges faced by homeless students could help mitigate this trend.

Overall, while progress has been made with certain groups, a focused effort is required to support homeless and Hispanic students to ensure equitable disciplinary practices across all student populations.



Equity, Access, and Instructional Services Department
**2024-2025 School Site Council
 Needs Assessment**

**2024 - 2025 CONCILIO CONSEJERO
 EVALUACIÓN DE LAS NECESIDADES**

How is our school meeting the goals on our School Plan for Student Achievement (SPSA) ?
 ¿Cómo está logrando nuestra escuela las metas del programa del Plan
 Escolar?

Data Sources/Fuentes de Datos

CAASPP.org
 CDE.gov
 Dataquest.org

**Progress in Academic Areas - Math
 Progreso en las Áreas Académicas - Matemáticas**

Achievement Progress (SBAC) Progreso del Rendimiento Académico (SBAC)		Important Issues to Address the School Plan for Student Achievement (SPSA) Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) Subgroup Meeting Std. % <hr/>Overall.....17.03 % AA..... 7.69% ELLs..... 10.37% SWD..... 10.00%	Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) Subgroup Meeting Std. % Not Meeting Std. <hr/>Overall.....82.97 % AA..... 92.31% ELLs..... 89.62% SWD..... 90.0%	<ul style="list-style-type: none"> -Lower grade students focused on teaching the basic math facts, computation skills and problem solving strategies. -Small group instruction to support struggling students with basic skills, number recognition, key vocabulary, multiplication facts, etc. -Have students practice and master math facts ex. multiplication tables -Focus on foundational math skills -Parents/guardians should become more involved and held accountable for their child's learning. -The use of math fluency as one of the main tools. -Have students play educational games at home with parental support. -Online tutoring with a qualified instructor or in person. -Enlighten parents on the need for their support with homework and educational games. -Vocabulary math wall, anchor charts displayed in the classroom. -Provide specific math intervention for our students -Exposure to the SBAC type of questions during designated math time -SBAC interim assessments given prior to the testing window -Expose more technology with SBAC testing -Provide teacher professional development to address the math needs of our students

		-Provide parents with Math Test resources so they may practice with their child at home -Small group instruction focused on specific math standards. -Provide math parent workshops -SWUN Math Coach Monthly Trainings/Support <ul style="list-style-type: none"> • Give the parents an outline of what the students need to learn each quarter.
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Progress in Academic Areas – ELA
Progreso en las Áreas Académicas-Inglés

Achievement Progress (SBAC) Constancia del Progreso (SBAC)		Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar)
Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) Subgroup Meeting Std. % <hr/>Overall.....22.91 % AA..... 7.69% ELLs..... 7.55% SWD..... 5.00%	Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless) Subgroup % Not Meeting Std. <hr/>Overall.....77.09 % AA..... 92.30% ELLs..... 92.46% SWD..... 95.00%	<ul style="list-style-type: none"> • Do our best to have our students know as many high frequency words as possible -Provide high frequency words/fry words/common words lists so that students can practice them at home. <ul style="list-style-type: none"> • Support in small group instruction. • Use differentiated instruction and strategies to support the students' needs. -Include more read alouds and language models. <ul style="list-style-type: none"> • Focus on foundational skills • More parental support with homework, practice high frequency words and educational games -After school intervention that focuses on direct instruction for reading and decoding. -Anchor charts displayed in the classrooms -Provide specific ELA intervention for our students at their instructional level -Provide teacher professional development to address the ELA needs of our students -Depending on grade level, write a sentence, draw a picture of their favorite part of the story and upper grade write book reports. -Spending more time on classroom writing across various subjects -Provide parents with ELA test resources so they may practice with their child at home -Journey's PD on writing/ StudySync PD on writing -Provide Family Literacy Night to teach parents on how to support their students with reading skills -Provide students specific ELA tutoring to support with fluency, phonemic awareness and reading comprehension

Achievement in English Language Proficiency
Lograr un Nivel Competente en Inglés

Achievement Progress (ELPAC/Reclassification) Constancia del Progreso (ELPAC/Reclasificación)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil (Write in specific goal(s)/ Escribir metas específicas)
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Year 24-25 L4 10%	-Work with their children's teacher and track their progress with their EL Monitoring Form
Year 22-23 L4 6%	-Understand what are the district's reclassification criteria so they can encourage their child to excel in areas of need
Year 21-22 L4 14%	-Have teachers apply ELD strategies during their lessons to support our ELL's
# of students tested: 174 (2023-2024)	-Provide parents with ELPAC Test resources so they may practice with their child at home
# of students tested: 220 (2022-2023)	<ul style="list-style-type: none"> Have ELL's practice their ELPAC domains with the Summit K12 online program
# of students tested: 219 (2021-2022)	-Provide parent strategies on how to support their child at home
Level 4 – Well Developed	-Small group differentiated instruction
	-More students opportunities for language acquisition and for students to communicate
	-Practice listening to others having conversations; use sentence frames to support speaking practice
	-Having mock conversations using academic language and vocabulary.
	-Encourage our students to use academic vocabulary daily.
	-Early EL Specific Intervention for our English Learners
	-EL Specific Intervention training for our teachers that signed up to teach that program
	<ul style="list-style-type: none"> Implement writing and vocabulary development in the classrooms.
	-LTEL Chats so that ELL can analyze their ELPAC and SBAC scores and be able to understand areas of need
	-EL Fundamental Training to all stakeholders so they understand how ELL's are able to be reclassified
	-Implement ELD/ALD instruction daily based on students EL/RFEP/EO levels incorporate ELD standards
	-Incorporate the four domains (speaking, listening, reading comprehension and writing) throughout all subjects frequently
	-Integrated ELD Support for our ELL Across the Curriculum professional development sessions throughout the school year

School Programs
Programas de la Escuela

Meeting District Program Goals Cumplimiento de las Metas del Programa del Distrito (Specific Examples of Programs Funded Through Categorical Funds)	Important Issues to Address in the SPSA Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil
<ul style="list-style-type: none"> Interventionists for small-group instruction/individual support/monitor students throughout the school day DRS Sessions PBIS BEAR BUCK PROGRAM <p>* CICO Program</p> <ul style="list-style-type: none"> Leadership Academy SEL Specialist Support Second Step SEL Program Elementary GATE Extension Workshops <p>* Literacy & Math Family Nights</p> <ul style="list-style-type: none"> Educational Field Trips ASB Student Council 	<ul style="list-style-type: none"> -Distribution of Bear Bucks awarded by staff members to students who exemplify their P.A.W.S. -PBIS School Wide Matrices and Grade Level Matrices to remind students of their P.A.W.S. behavioral expectations -PBIS quarterly incentives to recognize students using their P.A.W.S. <ul style="list-style-type: none"> PBIS monthly morning assemblies to acknowledge students' positive behaviors and educational efforts LynPBIS ODR's to gather data and gauge what students need extra support and redirection -Assign PBIS Mentors for Tier II and III students so they can set daily goals, check in/out with assigned students daily and monitor students' progress <ul style="list-style-type: none"> Parent Workshops on how to best help their children's needs -Implement the Elementary GATE Extension Workshops/STAR Program for our gifted students and/or high academic achievers <ul style="list-style-type: none"> SEL Specialist to support certain students social emotional learning and lack of behavioral skills

<ul style="list-style-type: none"> • Awards Assemblies • Think Together Afterschool Program • Track & Field • P.S. Arts Program (2nd, 3rd, 4th and 6th) • Theater Workshops (TK and Kinder) • Music Workshops (1st grade) • Conga Dance Kids Program (5th Gr.) • Intervention Programs (ELA & Math Tutoring / EL Specific/Attendance) • Community Schools Advisory Council • Community Schools Afterschool Workshops • Mathaton • Spelling Bee 	<ul style="list-style-type: none"> • Parents should resort to the resources provided by our District's Parent Involvement Specialists since they address various support networks • Homework/Tutoring Club to help our struggling students <p>-Implement various Spirit week activities throughout the school year by diverse committees to embrace school culture</p> <ul style="list-style-type: none"> • Continue with P.S. Arts programs for our kinesthetic students. • Frequent Safety Committee Meetings to address school safety concerns and modify school safety plan as needed <p>-Various staff meetings and effective communication outlets to address safety concerns</p> <ul style="list-style-type: none"> • Have various scheduled and non scheduled safety drills to best prepare in the event of an emergency • Have the ASB Student Council members become more involved in school activities <p>-Use Parents Square, Roosevelt School website, Class Dojo and various communication outlets to convey to our various school activities and support needed from them.</p>
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College Readiness/ <i>preparación para la universidad</i> (Qualitative Measure/Medidas cualitativas)	Important Issues to Address in the SPSA <i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i>
-College and Career Week	-Guest speakers will be invited to discuss their career paths -Various colleges/universities will be promoted by having poster boards with education institute information along with student guest speakers -College and Career School Spirit Week Activities

Also, How is Our School Meeting Your Needs as Parents?

¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?

Evidence of Progress <i>Constancia del Progreso</i> (Qualitative Measure/Medidas cualitativas)	Important Issues to Address <i>Temas Importantes que Discutir</i>
<ul style="list-style-type: none"> • Monthly Coffee Chat with the Principal • Hybrid ELAC meetings • Hybrid SSC meetings • Host Parent Conferences • Parent Workshops sponsored by Community Schools <p>-Back to School, Open House, Awards Assemblies, Annual Title I Meeting and various other school events</p> <ul style="list-style-type: none"> • Open Door policy for those parents who wish to speak to any support staff member <p>-Constant communication outlets: Parents Square, Roosevelt School website, Class Dojo, emails, phone calls, social media, and flyers</p> <p>-Parent surveys in which parents express their concerns and needs</p>	<p>-Address parent concerns in a timely manner by all stakeholders</p> <p>-Continue to have open lines of communication between teachers, students and parents</p> <p>-How to navigate technology to support their child's education</p> <p>-Teach parents instructional strategies on how to best support their children at home in both ELA and MATH.</p> <p>-How to motivate their children to learn during this difficult time.</p> <ul style="list-style-type: none"> • Workshops that model probing and problem solving. Even sending examples and non examples. <p>-If parents see expectations they can apply these at home.</p> <ul style="list-style-type: none"> • Parenting classes that support understanding temperament, intellectual development, effective communication techniques, the dynamics of discipline, instilling self-esteem, teaching children values, meeting their children's needs and being a good role model. <p>-Parent workshops with Special Ed techniques to implement at home and assist their children in their academics, social and behavioral skills.</p>

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1

SCHOOL GOAL :1 All students, including numerically significant subgroups, will meet the 26.71% target in the area of English Language Arts on the Smarter Balanced Assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment School Wide	26.71% Meeting Standard or Above	22.9% Meeting Standard or Above

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase collaboration and professional development among teachers to develop and implement best instructional strategies and Implement an intervention program with an ELA focus.	Fully Implemented.	Additional time for teachers to plan lessons and collaborate with their colleagues to share best practices. To review assessment data and plan strategies to help students be successful and meet high academic outcomes. By grade level teachers will create common agreements to improve student achievement. Schedule Guided Planning/prepared board item for extra duty hours. Provide release time or sub coverage for teacher training on reading programs/resources/SS T to leverage and plan for the needs of struggling readers. Opportunity and Equal Access: Provide additional teacher hours for after-school extended learning programs for Kinder – 6th grade. Provide additional tutoring and support to students for the	Teachers received professional development developing effective narrative writing strategies. Provided release time or sub coverage for teacher training on reading programs/resources/SS T to leverage and plan for the needs of struggling readers. Provided additional teacher hours for after-school extended learning programs for Kinder – 6th grade. Provided additional tutoring and support to students for the development in English Language Arts. Provided substitute teacher hours for extended learning opportunities to provide targeted literacy instruction and support students in a push-in intervention model using SIPPS strategies during small group instruction. Title I 35000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>development in English Language Arts. Provide substitute teacher hours for extended learning opportunities to provide targeted literacy instruction and support students in a push-in intervention model using SIPPS strategies during small group instruction. 1000-1999: Certificated Personnel Salaries Title I 25000</p>	
		<p>Additional time for Classified Staff to plan supporting lessons and collaborate with teachers to share best practices. To review assessment data and plan strategies to help students be successful and meet high academic outcomes. Supporting Classified Staff will prepare lessons focus to improve student achievement. Include technology. Schedule Planning/prepared board item for extra duty hours. Provide release time or sub coverage for Instructional Assistants to receive training on reading programs/resources to support classroom teachers and students and leverage the needs of struggling readers. Opportunity and Equal Access: Provide additional supporting classified staff extra duty hours for after-school extended learning programs for Kinder – 6th grade to provide additional tutoring and support to students for</p>	<p>Provided additional time for Classified Staff to plan supporting lessons and collaborate with teachers to share best practices. Provided professional development to Classified Staff to prepare lessons focus to improve student achievement, to better implement PBIS strategies, behavior management interventions, and ways to support teachers with the implementation of IEPs. Provided release time for Instructional Assistants to receive training on reading programs/resources to support classroom teachers and students and leverage the needs of struggling readers. Provided additional supporting classified staff extra duty hours for after-school extended learning programs for Kinder – 6th grade to provide additional tutoring and support to students for development in English</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		development in English Language Arts. 2000-2999: Classified Personnel Salaries Title I 10000	Language Arts. Title I 5000
Support students' academic progress, curriculum, and device integration to increase student performance in areas of English Language Arts. Incorporate online websites/programs that support students' reading levels, Implement books to promote literacy, comprehension, and fluency in all students.	Fully Implemented	Supplemental resources that allow teachers to support students academic progress. Purchase license of necessary technology tools to provide teachers with a supplemental online websites that support reading fluency and comprehension. Encouraging teachers to share online resources with other teachers so they get to implement them with students during centers time. Acquire/purchase lessons to leverage common core standards and supplement curriculum. Purchase books to promote literacy, comprehension, and fluency in all students. Teachers implement books at various reading levels with students to develop comprehension and fluency in students. Students will have access to books online and hardcopy that are at their reading levels and will help them develop literacy, comprehension, and fluency. 4000-4999: Books And Supplies Title I 20000	Supplemental resources were purchased to allow teachers to support students academic progress. 4000-4999: Books And Supplies 20000
Support students' writing structure and organization in order to access and prepare for higher education and assessments.	Fully implemented.	Teachers will support and provide access to supplemental resources in order develop writing structures through a vertical and horizontal	Provided teachers with PD from various workshops/consultants that focus on strategies for students' academic progress in ELA and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>alignment through all grade levels so students are able to build writing skills upon each grade level to prepare for higher education and assessments. Provide teachers with PD from various workshops/consultants that focus on strategies for students' academic progress in ELA and Writing. Host school events and assemblies to promote reading and writing through student engagement strategies and family engagement. 5800: Professional/Consulting Services And Operating Expenditures Title I 8000</p>	<p>Writing. Hosted school events and assemblies to promote reading and writing through student engagement strategies and family engagement. 8000</p>

Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a difference between the Proposed Expenditures and the Actual Expenditures actions/services due to the additional CSI funding as the primary source. Most of the actual expenditures from Title I funding were used for Materials and Supplies.

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.

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2

SCHOOL GOAL: 2 All students, including numerically significant subgroups, will meet the 21.57% target in the area of Math on the Smarter Balanced Assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Assessment School Wide	21.57% Meeting Standard or Above	17% Meeting Standard or Above

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase collaboration among teachers to develop and implement best instructional strategies	Fully implemented.	Additional time for teachers to plan lessons and collaborate with their colleagues to share best practices. To review assessment data and plan strategies to help students be successful and meet high academic outcomes. By grade level teachers will create common agreements to improve student achievement and student engagement. Schedule Guided Planning/prepared board item for extra duty hours. Provide release time or sub coverage for teacher to attend training on reading programs/resources to plan for the needs of students struggling with foundational mathematical concepts. Opportunity and Equal Access: Provide additional teacher hours for after school extended learning programs in Kinder-6th grade.	Teachers received professional development developing effective instructional strategies. Provided release time or sub coverage for teacher training on adaptive math programs/resources/SS T to leverage and plan for the needs of students not meeting math standards. Provided additional teacher hours for after-school extended learning programs for Kinder – 6th grade. Provided additional tutoring and support to students for the development in mathematical concepts. Provided substitute teacher hours for extended learning opportunities to provide differentiated instruction and support students with interventions using mathematical practices strategies during small

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Provide support after-school to students to assist with math mastery.</p> <p>Provide additional tutoring and support to students for the development in Mathematics.</p> <p>Provide substitute teacher hours for extended learning opportunities to provide targeted mathematics instruction and support students in a push-in intervention model using targeted strategies during small group instruction.</p> <p>1000-1999: Certificated Personnel Salaries Title I 25000</p>	<p>group instruction. Title I 25000</p>
		<p>Additional time for Classified Staff to plan supporting lessons and collaborate with teachers to share best practices. To review assessment data and plan strategies to help students be successful and meet high academic outcomes. Supporting Classified Staff will prepare lessons focus to improve student achievement. Include technology. Schedule Planning/prepared board item for extra duty hours. Provide release time or sub coverage for Instructional Assistants to receive training on Math programs/resources to support classroom teachers and students and leverage the needs of students struggling with basic foundational math skills.</p>	<p>Provided additional time for Classified Staff to plan lessons and collaborate with teachers by sharing best practices. Provided professional development to Classified Staff to prepare lessons focus to improve student achievement to better implement math strategies, behavior management interventions, and ways to support teachers with the implementation of IEPs. Provided release time for Instructional Assistants to receive training on math programs/resources to support classroom teachers and students and leverage the needs of students. Provided additional supporting classified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Opportunity and Equal Access: Provide additional supporting classified staff extra duty hours for after-school extended learning programs for Kinder – 6th grade to provide additional tutoring and support to students for development in Math. 2000-2999: Classified Personnel Salaries Title I 4000</p>	<p>staff extra duty hours for after-school extended learning programs for Kinder – 6th grade to provide additional tutoring and support to students for development in Mathematics concepts. Title I 4000</p>
<p>Provide supplemental math fluency manipulatives as supplemental resources to give students opportunities to explore fundamental number concepts. Provide students supplemental opportunities to participate in additional events / activities with stakeholder collaboration to promote mastery of math concepts in real life applications.</p>	<p>Fully Implemented.</p>	<p>Implement supplemental math fluency manipulatives (multiplication cards, dice, wrap-ups, etc) during 15-minute fluency period. Purchase license of necessary technology tools to teach students how to implement and utilize manipulatives effectively with clear procedures. Purchase additional instructional materials, supplies, games and equipment to support math and the development of basic math foundational computational skills. Incorporate online websites/programs that support, track, and/or differentiate students' math levels. Host events and activities that are math concentrated to further apply concepts and standards to real life applications and situations. Educators will leverage students' device integration with the purchase of technology that allows teachers to support students in any platform/environment.</p>	<p>Purchased supplemental instructional materials, supplies, games and equipment to support math instruction and the development of basic math foundational computational skills. 4000-4999: Books And Supplies 10000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4000-4999: Books And Supplies Title I 10000	
Support students' math academic progress with opportunities to participate in activities and events with stakeholders collaboration to increase student performance in areas of Math.	Fully implemented.	Provide teachers with Professional Development from various workshops/consultants that focus on strategies for students academic progress in the foundational computational skills and conceptual development in Mathematics. Host events and activities that are math concentrated to further apply mathematical concepts and strategies to real life applications and situations and provide opportunities for parents to better prepare with practical math strategies to support their children at home. 5800: Professional/Consulting Services And Operating Expenditures Title I 5000	Provide teachers with opportunities to participate in Professional development to use graphic organizers for math. Hosted Family Math nights for teachers to share math strategies with families and promote real life applications of math skills. Title I 5000

Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a difference between the Proposed Expenditures and the Actual Expenditures actions/services due to the additional CSI funding as the primary source. Most of the actual expenditures from Title I funding were used for Materials and Supplies.

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.

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3

SCHOOL GOAL 3: 19% English Learners will meet targets for Progress and Proficiency on SBAC and ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of students reclassified and EL SBAC assessment results	The reclassification percentage rate will increase to 5% this 2023-2024 school year. In 2024-2025 19% will meet or exceed standards in the SBAC. 10% Met reclassification criteria in 2023-2024	7.6% English Learners met targets for Progress and Proficiency on SBAC.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement an English Learner Extended Academy	Partially implemented. EL Specific interventions was provided during a series of Saturday extended program to provided ELD lessons focused on the four domains of language.	Provide an English Learner Extended Program opportunities focusing primarily on Reading and Writing to help English Learners reach proficiency levels. Provide teachers with a training on effective strategies that will move English Learners toward Proficiency. Provide extra duty time to teachers for planning, developing and researching supplemental resources that support students' language development. Provide teachers extra duty time to implement supplemental language acquisition focused interventions to English Learners to support the development of	Provided EL specific interventions. Title III 4500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Language development and acquisition. Administer pre and post assessments to measure growth and effectiveness of the program. 1000-1999: Certificated Personnel Salaries Title III 4500.00	
Provide support after-school to ELs to assist with ELA mastery	Not implemented.	Saturday, before and After-school intervention will be provided to support students in all grades (K - 6th) to ensure English Language Development. 1000-1999: Certificated Personnel Salaries Title III 0	1000-1999: Certificated Personnel Salaries Title III 0
		4000-4999: Books And Supplies Title III 8367	Supplemental resources and supplies were purchase to support ELD instruction provided to English Learners. Title III 8367

Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference between Proposed Expenditures and Actual Expenditures were due to less interventions provided throughout the year and more supplemental resources needed for the instruction of English Language Development.

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.

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 4

SCHOOL GOAL 4: Parent participation at school and district events will increase annually.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheets, Surveys, Parent/teacher conference, Workshops attendance participation, School Councils participation, Title 1 meeting, Back to School Night and Open House attendance.	Roosevelt's parent and family engagement participation rate increased from <u>3</u> % to <u>14</u> %. Greatly to the pandemic restrictions being lifted and families feeling safer to partake in school events throughout the school year.	Parent and Family engagement increased as measured by the family events sign in sheets: Back to School Night, Title 1 meeting, Open House, School Council Meetings, and Community Schools Workshops.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parents will be provided workshops to develop strategies on how to assist students at home on the use of reading and math adoptions. Provide parents and families with supplemental materials and supplies to support Title I Parent and Family Educational Workshops.	Partially implemented. Only operating expenditures for Parent Council meetings were allocated. Parent trainings were provided under Community Schools funding. Books and supplies were not needed for the trainings.	<p>Parents will have trainings on different topics that are relevant to the implementation of reading and math. Parents will be provided materials (books, binders, materials, charts, worksheets, etc..) to assist with the development of strategies to best meet their student's needs. Parents will be provided stationary materials to assist with the development of strategies to best meet the needs.</p> <p>4000-4999: Books And Supplies Title I 5087.00</p> <p>Provide Parent Engagement workshops, council meeting and host events to increase parent engagement. Provide parents with</p>	<p>0</p> <p>Expenses to host council meeting and provide resources to parents. 1500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		opportunities to develop strategies that can be implemented at home to support student academic achievement in math and ELA. Provide operating cost to host Parent Engagement events and functions and promote a more welcoming setting for parents. 5800: Professional/Consulting Services And Operating Expenditures Title I 3000	

Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference between the Proposed Expenditures and Estimated Actual Expenditures were due to using Community Schools funding to provide parents with trainings. No books or supplies were needed.

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.

See data analysis and evaluation.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 5

SCHOOL GOAL 5: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Implementation of District's PBIS Framework	100% Implementation of the PBIS Framework in all Tiers	100% implementation of the PBIS framework in all tiers.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement a school-wide positive behavior intervention framework.	Fully implemented.	Create and implement a positive behavior intervention multi-tier plan to support our students and staff. Provide teachers with resources on ways they can incorporate, promote and engage students in each tier through their instruction and positive reinforcers. Promote a safe and engaging school environment to increase attendance and support all students socio-emotional well-being through a multi-tier system of supports. Connect the Character Trait-of-the-Month with the positive behavior intervention framework and support student engagement. Promote with students each character trait during the weekly Monday morning assemblies and continue to promote, engage and recognize positive	PBIS supplies were purchased to promote a safe and engaging environment. 4000-4999: Books And Supplies Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>culture and climate through supplemental resources, classroom supplies, school assemblies, and books. 4000-4999: Books And Supplies Title I 10,000.00</p>	
		<p>Additional time for Teacher to plan supporting SEL lessons and collaborate with SEL Specialist to share best practices. To review PBIS data and plan strategies to help students be successful and meet high academic outcomes. Certificated staff will prepare lessons focus to improve the socio emotional wellbeing of student. Schedule Planning/prepared board item for extra duty hours. Provide release time or sub coverage for teachers to receive training on SEL programs/resources to supplement classroom practices and support students and leverage the needs of students struggling with anxiety as a result of the pandemic. Opportunity and Equal Access: Provide additional certificated staff extra duty hours for after-school extended learning programs for Kinder – 6th grade to provide additional tutoring and support to students for socio emotional development. 1000-1999: Certificated Personnel Salaries Title I 6000.00</p>	<p>Teachers received training to improve the implementation of PBIS framework. Teachers planned and prepared PBIS tier 1, 2, and 3 intervention plans and meetings throughout the year. 1000-1999: Certificated Personnel Salaries Title I 6000.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>Additional time for Classified Staff to plan supporting lessons and collaborate with SEL Specialist to share best practices. To review PBIS data and plan strategies to help students be successful and meet high academic outcomes. Supporting Classified Staff will prepare lessons focus to improve the socio emotional wellbeing of student. Schedule Planning/prepared board item for extra duty hours. Provide release time or sub coverage for Instructional Assistants to receive training on reading programs/resources to support classroom teachers and students and leverage the needs of struggling readers. Opportunity and Equal Access: Provide additional supporting classified staff extra duty hours for after-school extended learning programs for Kinder – 6th grade to provide additional tutoring and support to students for development in English Language Arts. 2000-2999: Classified Personnel Salaries Title I 3000</p>	<p>Classified Personnel participated in training to better prepare for emergency situations and to support with the implementation of socio-emotional learning strategies. 2000-2999: Classified Personnel Salaries 3000.00</p>
<p>Promote a positive culture through assemblies.</p>	<p>Not implemented.</p>	<p>Arrange for assemblies that provide additional learning experiences in curriculum areas and as positive reinforcement for meeting goals and good behavior (e.g. PBIS) to promote student engagement and</p>	<p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		improve attendance to increase student achievement. 5000-5999: Services And Other Operating Expenditures Title I 2000	
School will collaborate with district, organizations, and consultants to provide all staff members with up to date strategies on behavior, social, and emotional challenges	Partially implemented. Campus monitors provided support during school events. There were no expenses for professional or consulting services.	<p>Obtain professional development from organizations and consultants to prepare all staff members with strategies focused on behavior, social and emotional challenges to better meet the needs of students who are needing socio-emotional support and need re-engaging strategies. PBIS strategies to promote a positive environment conducive to learning and focus to continue academic progress through attendance and engagement PBIS action plans. 5800: Professional/Consulting Services And Operating Expenditures Title I 2000</p> <p>Provide students supervision during extended activities and assemblies that provide additional learning experiences in curriculum areas and as positive reinforcement for meeting goals and good behavior (e.g. PBIS) to promote student engagement and improve attendance to increase student achievement. Provide Campus Monitors with extra duty hours to support school events supervision and safety. 2000-2999: Classified</p>	0
		<p>Provide students supervision during extended activities and assemblies that provide additional learning experiences in curriculum areas and as positive reinforcement for meeting goals and good behavior (e.g. PBIS) to promote student engagement and improve attendance to increase student achievement. Provide Campus Monitors with extra duty hours to support school events supervision and safety. 2000-2999: Classified</p>	<p>Provided Campus Monitors extra duty hours of work to support with school events such as Back to School Night, Open House and end of the year activities happening after school. 2000-2999: Classified Personnel Salaries 2000.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title I 4000.00	

Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference between the Proposed Expenditures and Estimated Actual Expenditures was due to a lesser expense needed to implement all of the planned actions and services.

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.

See data analysis and evaluation.

School Plan for Student Achievement: Data Analysis and Evaluation

Overall Data Findings Based on Assessment Results (Narrative)

2023-2024 CAASPP results show improvement for All Students, with 22.91% meeting or exceeding standards, compared to 18.57% in 2022-2023. Writing is the biggest challenge, with 60% of students scoring Below Standard. English learners scored significantly lower than average, and the overall student body scored 89.7 points below standard in ELA.

ELPAC results show higher performance in 2023-2024, with 47.4% of English learners making progress. However, 32.5% maintained the same level and 20.1% dropped a level. The biggest gaps are in Reading and Writing. Less than half of English learners are progressing, indicating a need for stronger interventions.

Math results also improved, with 17.03% meeting or exceeding standards, compared to 12.72% in 2022-2023. All students scored 97 points below standard, with English learners and students with disabilities scoring even lower. Hispanic students performed near the average, and socioeconomically disadvantaged students scored slightly below average.

Assessment Results:

Identify ELA areas of strength:

2023-2024 CAASPP results indicate positive growth in academic achievement for All Students, with 22.91% of the 275 tested students meeting or exceeding standards, compared to 18.57% in 2022-2023.

Awareness of Achievement Gaps: The data highlights an awareness of the performance disparities between English learners and the general student population, which indicates that there is recognition of the need for targeted interventions.

Recognition of Schoolwide Needs: The identification of the overall low performance in English Language Arts (ELA) suggests that the issue is widespread across the student body, not just limited to English learners, which could lead to broader efforts for improvement.

Focus on Improvement Areas: The acknowledgment that both English learners and all students require additional support (e.g., ELD instruction, literacy strategies) signals an understanding of the problem and a desire to implement focused interventions.

Identify ELA areas of need:

Data indicates that 38.18% are Nearly Meeting to Exceeding standards, the area of Writing continues to present the greatest challenge, with 60% of all students scoring Below Standard in Producing clear and purposeful writing.

English Learners' Performance Challenges: English learners scored significantly lower than the overall student average, indicating a need for additional language support, such as English Language Development (ELD), vocabulary, and reading comprehension strategies.

Overall Low Performance in ELA: The general student body scored 89.7 points below the standard in ELA, showing a clear need for curriculum adjustments, enhanced literacy instruction, and differentiated teaching methods.

Achievement Gap: The gap between English learners and other students points to a broader achievement gap that needs targeted interventions, such as tutoring or specialized instructional strategies for different groups.

Potential Gaps in Curriculum and Instruction: The data suggests that the curriculum may not be meeting the needs of all students effectively, indicating a need for potential adjustments to make learning more accessible and effective for diverse learners.

Broader Literacy Support: The need for schoolwide literacy support indicates that improvements in reading, writing, and language skills are necessary across the entire student population.

Identify ELD areas of strength:

Data from ELPAC results show the overall language performance of all English Learners has a higher percentage of students in level 4 when compared to 2022-2023.

The identification that 47.4% of English learners are making progress indicates that some students are benefiting from existing language support, and this progress can be used as a model to inform further strategies for others.

The data clearly identifies the areas where English learners are struggling (stagnation and decline), which allows for a focused response to these issues, showing a clear understanding of where intervention is needed.

Identify ELD areas of need:

The greatest achievement gap based on the ELPAC results in the area of Reading Domain in only 5.98% scoring at the proficient level 4 and the Writing Domain with only 16% scoring Level 4.

With 32.5% of students maintaining the same ELPI level, nearly a third of students are not showing measurable progress in their English proficiency. This indicates a need for more effective or individualized strategies to help these students make progress.

The 20.1% of students who have dropped one ELPI level highlight a concerning decline in proficiency, suggesting that some students are not only stagnating but are actually regressing. This calls for immediate and intensive intervention to reverse the decline.

More than Half Are Not Progressing: Since less than half of students (47.4%) are making progress, over half of English learners are stagnating or declining, signaling a need for stronger, more targeted interventions such as additional language support, differentiated instruction, and personalized learning plans.

Need for Enhanced Language Acquisition Strategies: Given the significant number of students either stagnating or regressing, more effective language acquisition strategies are required. This could include more robust English Language Development (ELD) instruction, scaffolding techniques, and engagement methods to accelerate learning for those who are struggling. In conclusion, it is clear that while some students are showing progress, the majority are either stagnating or falling behind, emphasizing the need for targeted interventions and improved language acquisition strategies.

Identify Math areas of strength:

The 2023-2024 CAASPP results demonstrate positive growth in Math for All Students. Of the 276 students tested, 17.03% met or exceeded standards, compared to 12.72% in 2022-2023.

Identifying Key Subgroups: The data recognizes specific student groups (English learners, students with disabilities, socioeconomically disadvantaged students, and Hispanic students) and their performance trends. This shows a clear awareness of subgroup needs, which is essential for targeted interventions. The fact that Hispanic students are performing near the overall average indicates that their challenges may be more related to broader instructional or systemic issues, rather than subgroup-specific factors. This suggests a need for system-wide improvements in math instruction.

Identify Math areas of need:

Overall Low Performance in Mathematics: All students scored 97 points below standard, indicating a widespread need for improvement in math instruction, resources, and intervention strategies across the entire student body.

English Learners Struggle More: English learners scored 111.5 points below standard, suggesting that language barriers are a significant obstacle to their math comprehension and performance. This group needs additional support to bridge language gaps in math concepts.

Students with Disabilities Face the Greatest Challenges: Students with disabilities scored 147.5 points below the standard, showing the largest gap in performance. This indicates a critical need for specialized support, accommodations, and differentiated instruction to help them access the math curriculum.

Socioeconomically Disadvantaged Students: These students scored 99.7 points below standard, slightly below the general student average. Economic factors such as limited access to resources or academic support likely contribute to performance gaps, signaling a need for more targeted support for these students.

School: Roosevelt Elementary School

2024-2025 Activities/interventions

2024-2025 ACTIVITIES/INTERVENTIONS	CONTENT AREA	EVALUATION DATA SOURCE	EVALUATION DATA PRE	EVALUATION DATA POST	Implementation Status and Comments Fully, Partially or Not Implemented
Fall Title I Academic Interventions After School	ELA and Math	District Unit Common Assessments	Unit 1: 20%	Unit 3: 22%	Fully Implemented
Fall SIPP Intervention during school hours	ELA and Math	District Unit Common Assessments	Unit 1: 20%	Unit 3: 22%	Fully Implemented
Winter-Spring Title I Academic Intervention After-School	ELA and Math	District Unit Common Assessments	Unit 2: 16%	Unit 3: 22%	Implementation In Progress
Spring/Saturday EL Specific Intervention	ELD	District Unit Common Assessments	Unit 3: 22%	In Progress	Implementation In Progress
Spring Semester High Dosage Tutoring Intervention-HeyTutors	ELA and Math	District Unit Common Assessments	Unit 1: 16%	In Progress	Implementation In Progress
EL Specific Intervention After School for 3rd grade	ELD	District Unit Common Assessments	Summit K12 Pre	Summit K12 Post	Implementation in Progress
Writing Professional Development	ELA	District Unit Common Assessments	Unit 1: 20%	In Progress	Implementation in Progress
Science of Reading Professional Development	ELA	District Unit Common Assessments	Unit 1: 20%	Unit 3: 22%	Fully Implemented

2025-2026 Next Steps (narrative)

As a result of the school's data analysis, describe the school's action plan and next steps for 2025-2025:

<p>What 2024-2025 actions/interventions worked? Title 1 interventions have worked as evidence from the formative Unit Common Assessment data show.</p>
<p>What 2024-2025 actions/interventions will you keep for 2025-2026? Targeted Reading Intervention during school hours, Math Fluency and Conceptual Math Interventions, and Extended opportunities for English Learners will continue in 2025-2026. Professional Development for Teachers in Writing and Math will be kept in increase the quality of instruction and better support our students.</p>
<p>What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?</p>

Some of the actions that will be modified for 2025-2026 is to expand training to teachers on Interim Assessment Block to be used as a form of formative assessment and as an instructional tool for interventions during school hours. Another action that should be consider to accelerate the achievement is to continue to offer Professional Development for teachers on the Science of Reading.

What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?

In 2025-2026 the High Dosage Tutoring intervention will be eliminated due to feasibility.

What new interventions will you implement in 2025-2026 as a result?

Professional Development on the Science of Reading, Writing, Implementation of Interim Assessment Blocks as an instructional tool, and ELD Strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

SCHOOL GOAL :1 All students, including numerically significant subgroups, will meet the 30.62% target in the area of English Language Arts on the Smarter Balanced Assessment.

Basis for this Goal

What data did you use to form this goal?

- SBAC results from spring 2024
- District's Benchmarks
- Data reflections protocol notes
- Needs Assessment

An analysis of the SBAC 2024 and local assessments reveals that 22.9% of students met the target goal. While participation rates in statewide assessments remained consistent, there is a persistent learning gap, particularly in English Language Arts (ELA). These challenges are likely linked to the enduring effects of the COVID-19 pandemic and a continued high rate of chronic absenteeism during the 2023-2024 school year.

Students who participated in these assessments were directly affected during critical periods of foundational development in reading and math while attending virtual in their primary grades. Maintaining consistent attendance and high engagement was a priority in 2023-2024, yet challenges persist. Notably, students with disabilities now constitute about 40% of Roosevelt's student population, representing a vulnerable subgroup significantly impacted by these issues and reflected in the data.

Overall, chronic absenteeism remains a major factor affecting academic performance, as both students and staff strive to reestablish consistent attendance and address academic setbacks, social-emotional traumas, anxiety, and learning loss.

The recent SBAC 2024 data indicates that our largest subgroups—socioeconomically disadvantaged students, English learners, students with disabilities, and Hispanic/Latino students—did not meet the SMART goals set for 2024. To address these challenges, Roosevelt is implementing a comprehensive plan that includes:

Differentiated Instruction: Tailoring teaching methods to meet the diverse learning needs of students. Targeted Reading Interventions: Providing specialized support by the teacher during the school day to enhance reading skills. Progress Monitoring IEP Goals for our students with disabilities: Regularly assessing and supporting students' Individualized Education Program objectives.

-ELA Interventions: Offering additional support in English Language Arts during school hours and after school.

-Academic Attendance Recovery Opportunities: Addressing learning gaps due to absenteeism during Saturday Attendance Academy.

-English Language Learner Interventions: Implementing strategies to support English learners throughout the year.

-Professional Development for Teachers in Writing and the Science of Reading: Enhancing educators' skills through ongoing training.

-Collaborative Data Reflection Sessions: Facilitating teacher collaboration to improve instruction and curriculum implementation.

-Student Progress Monitoring via SSTs: Utilizing Student Support Teams to track and support student development.

-Extracurricular Activities to promote attendance and parent engagement: Engaging students through programs like Tutoring Academy, P.S. Arts, GATE Family Nights, and Math and Literacy Nights.

These initiatives aim to support students and parents while promoting a positive school culture.

It's important to note that chronic absenteeism remains a significant barrier to academic success. Addressing this issue is crucial, as consistent attendance is closely linked to improved academic outcomes.

Additionally, the effectiveness of targeted interventions will continue to significantly improve academic performance among disadvantaged students. Moreover, comprehensive strategies that combine academic support with social-emotional learning are essential for reengaging students and reducing absenteeism. By implementing these multifaceted approaches, Roosevelt aims to address the diverse needs of its student population and foster an environment conducive to academic success.

How will the school evaluate the progress of this goal?

To evaluate the progress toward this goal, the school will implement the following strategies:

Strategic Classroom Observations: Administrators will conduct regular classroom visits to ensure effective instruction and adherence to the designated Targeted Reading Intervention time blocks. Post-observation, teachers will receive actionable feedback. Additionally, there will be a weekly or bi-weekly instructional focus, such as centers, whole-group activities, or writing exercises.

Utilization of District Benchmarks: Student progress will be assessed using district benchmarks, providing standardized metrics to gauge advancement.

Data Reflection Sessions: Following each unit assessment, educators will engage in collaborative sessions to analyze data, with a particular emphasis on monitoring the progress of various subgroups across all grade levels.

Pre- and Post-Assessment Analysis for After-School Programs: The After-School Intervention Program will employ pre- and post-assessments to track and evaluate student progress over time.

These strategies align with best practices in school improvement planning, emphasizing data-driven decision-making and continuous monitoring to foster effective instruction and student achievement.

Where can a budget plan of the proposed expenditures for this goal be found?

- Proposed expenditures sections for each strategy/activity.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment School Wide	22.9% Meeting Standard or Above	30.62% Meeting Standard or Above

Planned Strategies/Activities

Strategy/Activity 1

Increase collaboration and professional development among teachers to develop and implement best instructional strategies and Implement an intervention program with an ELA focus.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Assistant Principal, Instructional Lead, teachers, Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	35000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Allow additional time for teachers to plan lessons and collaborate with colleagues to share best practices. Teachers will review assessment data and develop strategies to support student success and achieve high academic standards. By grade level, they will establish common agreements to enhance student achievement.

Provide release time or substitute coverage for teacher training on reading programs, resources, and SST processes to effectively address the needs of struggling readers.

Opportunity and Equal Access:

Allocate additional teacher hours for after-school extended learning programs for Kindergarten through 6th grade.

Offer additional tutoring and student support to enhance English Language Arts development.

Provide substitute teacher hours for extended learning opportunities, delivering targeted literacy instruction through a push-in and pull out intervention model using UFLI and Science of Reading strategies during small group instruction.

Amount

2500

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Allocate additional time for classified staff to collaborate with teachers, share best practices, and develop lessons that enhance instructional effectiveness. Working alongside teachers, classified staff will analyze assessment data and strategize ways to support student success and achieve high academic standards. They will also assist in preparing targeted lessons to improve student performance.

Provide release time or substitute coverage for Instructional Assistants to receive training on reading programs and resources, equipping them to better support classroom instruction and address the needs of struggling readers.

Ensure opportunity and equal access by offering extra duty hours for classified staff to collaborate with teachers and facilitate after-school extended learning programs for Kindergarten through 6th-grade students, focusing on English Language Arts development.

Strategy/Activity 2

Support students' academic progress through supplemental curriculum and resources to increase student performance in areas of English Language Arts. Incorporate online and digital programs that support students' reading levels. Utilize books to promote literacy, reading comprehension, and reading fluency in all students.

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Instructional Lead
Teachers,
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	<p>Supplemental resources and instructional materials will enable teachers to support students' academic growth. Invest in technology licenses and digital tools that provide an adaptive online curriculum to enhance reading fluency and comprehension. Encourage teachers to share online resources with colleagues to facilitate their use during center time.</p> <p>Acquire and integrate lessons aligned with Common Core standards to enrich the curriculum.</p> <p>Purchase books to foster literacy, comprehension, and fluency for all students. Teachers will utilize books at various reading levels to support student comprehension and fluency development. Students will have access to both online and physical books tailored to their reading levels, helping them strengthen their literacy skills.</p>

Strategy/Activity 3

Support students' writing structure and organization in order to access and prepare for higher education and assessments.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Instructional Lead
Teachers, Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	<p>Teachers will receive professional development and access to supplemental resources in order develop writing structures through a vertical and horizontal alignment through all grade levels so students are able to build writing skills upon each grade level to prepare for higher education and assessments. Provide teachers with PD from various workshops/consultants that focus on strategies for students' academic progress in ELA and Writing. Host school events and assemblies to promote reading and writing through student engagement strategies and family engagement opportunities.</p>

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

SCHOOL GOAL: 2 All students, including numerically significant subgroups, will meet the 25.33% target in the area of Math on the Smarter Balanced Assessment.

Basis for this Goal

What data did you use to form this goal?

- SBAC results from spring 2024
- District's Benchmarks
- Data reflections protocol notes
- Needs Assessment

What were the findings from the analysis of this data?

An analysis of the SBAC 2024 and local assessments reveals that 17.03% of students met the target goal. The target goal for 2023-2024 was set for 21.57%; this goal was not met with a 4.54% target difference. While participation rates in statewide assessments remained consistent, there is a persistent learning gap, particularly in Mathematics. These challenges are likely linked to the enduring effects of the COVID-19 pandemic and a continued high rate of chronic absenteeism during the 2023-2024 school year.

Students who participated in these assessments were directly affected during critical periods of foundational development in reading and math while attending virtual in their primary grades. Maintaining consistent attendance and high engagement was a priority in 2023-2024, yet challenges persist. Notably, students with disabilities now constitute about 40% of Roosevelt's student population, representing a vulnerable subgroup significantly impacted by these issues and reflected in the data.

Overall, chronic absenteeism remains a major factor affecting academic performance, as both students and staff strive to reestablish consistent attendance and address academic setbacks, social-emotional traumas, anxiety, and learning loss.

The recent SBAC 2024 data indicates that our largest subgroups—socioeconomically disadvantaged students, English learners, students with disabilities, and Hispanic/Latino students—did not meet the SMART goals set for 2024. To address these challenges, Roosevelt is implementing a comprehensive plan that includes:

Differentiated Instruction: Tailoring teaching methods to meet the diverse learning needs of students. Targeted Math Fluency Interventions: Providing specialized support by the teacher during the school day to enhance math skills.

Progress Monitoring IEP Goals for our students with disabilities: Regularly assessing and supporting students' Individualized Education Program objectives.

-Math Interventions: Offering additional support in Mathematics during school hours and after school.

-Academic Attendance Recovery Opportunities: Addressing learning gaps due to absenteeism during Saturday Attendance Academy.

-English Language Learner Interventions: Implementing strategies to support English learners throughout the year to build on the academic language needed for math.

-Professional Development for Teachers in procedural, conceptual and mathematical practices: Enhancing educators' skills through ongoing training.

-Collaborative Data Reflection Sessions: Facilitating teacher collaboration to improve instruction and curriculum implementation.

-Student Progress Monitoring via SSTs: Utilizing Student Support Teams to track and support student development.

-Extracurricular Activities to promote attendance and parent engagement: Engaging students through programs like Tutoring Academy, P.S. Arts, GATE Family Nights, and Math and Literacy Nights.

These initiatives aim to support students and parents while promoting a positive school culture. It's important to note that chronic absenteeism remains a significant barrier to academic success. Addressing this issue is crucial, as consistent attendance is closely linked to improved academic outcomes.

Additionally, the effectiveness of targeted interventions will continue to significantly improve academic performance among disadvantaged students. Moreover, mathematical practice strategies that combine academic support with social-emotional learning are essential for reengaging students and reducing absenteeism. By implementing these multifaceted approaches, Roosevelt aims to address the diverse needs of its student population and foster an environment conducive to academic success.

How will the school evaluate the progress of this goal?

To evaluate the progress toward this goal, the school will implement the following strategies:

Strategic Classroom Observations: Administrators will conduct regular classroom visits during math instruction to ensure effective instruction and adherence to the designated Targeted Math Intervention time blocks. Post-observation, teachers will receive actionable feedback. Additionally, there will be a weekly or bi-weekly instructional focus, such as centers, whole-group activities, or writing exercises.

Utilization of District Benchmarks: Student progress will be assessed using district benchmarks, providing standardized metrics to gauge advancement.

Data Reflection Sessions: Following each unit assessment, educators will engage in collaborative sessions to analyze data, with a particular emphasis on monitoring the progress of various subgroups across all grade levels.

Pre- and Post-Assessment Analysis for After-School Programs: The After-School Intervention Program will employ pre- and post-assessments to track and evaluate student progress over time.

These strategies align with best practices in school improvement planning, emphasizing data-driven decision-making and continuous monitoring to foster effective instruction and student achievement.

Where can a budget plan of the proposed expenditures for this goal be found?

- Proposed expenditures sections for each strategy/activity.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
SBAC Assessment School Wide	17% Meeting Standard or Above	25.33% Meeting Standard or Above

Planned Strategies/Activities

Strategy/Activity 1

Increase collaboration among teachers to develop and implement best instructional strategies

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Assistant Principal, Instructional Lead, teachers, Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount

20000

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<p>Allow additional time for teachers to plan lessons and collaborate with colleagues to share best practices. Teachers will review assessment data and develop strategies to support student success and achieve high academic standards. By grade level, they will establish common agreements to enhance student achievement.</p> <p>Provide release time or substitute coverage for teacher training on math programs, resources, and SST processes to effectively address the needs of struggling learners.</p> <p>Opportunity and Equal Access: Allocate additional teacher hours for after-school extended learning programs for Kindergarten through 6th grade. Offer additional tutoring and student support to enhance mathematics procedural and conceptual development. Provide substitute teacher hours for extended learning opportunities, delivering targeted math instruction through a push-in and pull out intervention model using research based programs and strategies during small group instruction.</p>

Amount	5000
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Source	Title I
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Budget Reference	2000-2999: Classified Personnel Salaries
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Description	<p>Allocate additional time for classified staff to collaborate with teachers, share best practices, and develop lessons that enhance instructional effectiveness. Working alongside teachers, classified staff will analyze assessment data and strategize ways to support student success and achieve high academic outcomes. They will also assist in preparing targeted lessons to improve student performance.</p> <p>Provide release time or substitute coverage for Instructional Assistants to receive training on supplemental math programs and resources, equipping them to better support classroom instruction and address the needs of struggling learners.</p> <p>Ensure opportunity and equal access by offering extra duty hours for classified staff to collaborate with teachers and facilitate after-school extended learning programs for Kindergarten through 6th-grade students, focusing on procedural and conceptual mathematic development.</p>
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Strategy/Activity 2

Provide supplemental math fluency digital resources and manipulatives as supplemental resources to give students opportunities to explore fundamental number concepts.
 Provide students supplemental opportunities to participate in additional events / activities with stakeholder collaboration to promote mastery of math concepts in real life applications.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Instructional Lead
Teachers
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Implement supplemental math fluency manipulatives (multiplication cards, dice, wrap-ups, etc) during 15-minute fluency period. Purchase license of necessary technology tools to supplement instruction of students to develop math conceptual math using manipulatives effectively with clear procedures. Purchase additional instructional materials, supplies, games and equipment to support math and the development of basic math foundational computational skills. Incorporate online websites/programs that support, track, and/or differentiate students' math levels. Host events and activities that are math concentrated to further apply concepts and standards to real life applications and situations. Educators will leverage students' device integration with the purchase of technology that allows teachers to support students in any platform/environment.

Strategy/Activity 3

Support students' math academic progress with opportunities to participate in activities and events with stakeholders collaboration to increase student performance in areas of Math.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Instructional Lead
Teachers,
Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provide teachers with Professional Development from various workshops/consultants that focus on strategies for students academic progress in the foundational computational skills and conceptual development in Mathematics. Host events and activities that are math concentrated to further apply mathematical concepts and strategies to real life applications and situations and provide opportunities

for parents to better prepare with practical math strategies to support their children at home.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

SCHOOL GOAL 3: 19% English Learners will meet targets for Progress and Proficiency on SBAC and ELPAC.

Basis for this Goal

What data did you use to form this goal?

2023-2024 SBAC results of English Language Learners

What were the findings from the analysis of this data?

Only 7.6% of English Learners in grades 3rd-6th met and exceeded the standards on the SBAC. The target was set to 19%, with a difference of 11 points.

How will the school evaluate the progress of this goal?

- Use the reclassification rates data to determine student progress.

* Be strategic when visiting classrooms to monitor effective instruction. Have a weekly/ bi-weekly instructional focus (centers: whole group, writing, and specific standard).

- Use the district's benchmarks to determine progress in EL subgroup.
- Participate in data and meta reflections after each unit assessment to monitor the EL subgroup in each grade-level.
- Use the Summit K12 Pre and Post Assessment results to monitor students' progress.
- Use Pre- and Post- Assessment data from the After School ELPAC Intervention Program to monitor students' progress.

Where can a budget plan of the proposed expenditures for this goal be found?

- Proposed expenditures sections for each strategy/activity.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Number of students reclassified and EL SBAC assessment results	7.6% of ELs met or exceeded target standards in 2023-2024 SBAC 10% Students reclassified in the 2023-2024 school year.	The reclassification percentage rate will increase to 5% this 2024-2025 school year. In 2024-2025, 16.71% will meet or exceed standards in the ELA SBAC

Planned Strategies/Activities

Strategy/Activity 1

Implement an English Learner Extended Academy

Students to be Served by this Strategy/Activity

K - 6th grade EL s students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Instructional Lead
Teachers, Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<p>Offer Extended English Learner opportunities with a primary focus on Reading and Writing to support English Learners in achieving proficiency. Provide teachers with specialized training on effective strategies to accelerate English Learners' progress toward proficiency.</p> <p>Allocate extra duty hours for teachers to plan, develop, and research supplemental resources that enhance students' language development. Additionally, provide teachers with extra duty time to implement targeted language acquisition interventions designed to support English Learners' growth in language development and acquisition. Saturday, before and After-school intervention will be provided to support students in all grades (K - 6th) to ensure English Language Development.</p> <p>Conduct pre- and post-assessments to track student progress and evaluate the effectiveness of the interventions and resources.</p>

Strategy/Activity 2

Provide supplemental resources to enhance the ELD curriculum.

Students to be Served by this Strategy/Activity

K - 6th Grade students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Assistant Principal, Instructional Lead, Teachers, Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	3437
Source	Title III

Budget Reference

4000-4999: Books And Supplies

Description

Supplemental resources, books, and instructional materials will empower teachers to support English Learners' language development. Invest in technology licenses and digital tools that offer an adaptive online curriculum to strengthen speaking, listening, writing, and reading skills. Teachers will incorporate these online resources into their Designated and Integrated ELD instruction during whole group and center time.

Acquire and implement lessons aligned with ELD standards to enhance the existing curriculum.

Purchase books and instructional materials to support English Language development. Students will have access to both digital and print books tailored to their language proficiency levels, helping them build and refine their language skills.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent & Family Engagement

Goal Statement

SCHOOL GOAL 4: Increase parent and family involvement in school events, support students' education, and help parents develop skills that contribute to their children's academic success and socio-emotional well-being:

Basis for this Goal

What data did you use to form this goal?

- Parent Survey Results
- Needs Assessment Results
- Parent Council Meetings Minutes
- Monthly Chat with the Principal and Open Forum Feedback
- Sign-in sheets from parent workshops

Title 1 Meeting attendance logs

Open House and Back to School Sign-in sheets

What were the findings from the analysis of this data?

- Parents want more opportunities to become involved.
- Coffee & Chat with the Principal is consistent with high attendance.

How will the school evaluate the progress of this goal?

- Parent Survey Results
- Needs Assessment Results
- Parent Council Meetings Minutes
- Monthly Chat with the Principal and Open Forum Feedback
- Sign-in sheets from parent workshops

Title 1 Meeting attendance logs

Open House and Back to School Sign-in sheets

Community Schools Parent Passports stamps

Where can a budget plan of the proposed expenditures for this goal be found?

- Proposed expenditures sections for each strategy/activity.

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Sign in sheets, Surveys, Parent/teacher conference, Workshops attendance participation, School Councils participation, Title 1 meeting, Back to School Night and Open House attendance.		Roosevelt's parent and family engagement participation rate increased 5%.

Planned Strategies/Activities

Strategy/Activity 1

Parent Education, Engagement Workshops and Council Meetings

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, teachers, instructional lead, academic coach, supporting staff.

Proposed Expenditures for this Strategy/Activity

Amount	1300
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	<p>Provide Workshops on Academic Support at Home: Train parents on strategies to assist students with reading and math using school-adopted resources.</p> <p>Technology & Digital Literacy Sessions: Teach parents how to navigate online learning platforms and digital tools used in the classroom.</p> <p>English Language Development (ELD) Support: Offer workshops for parents of English Learners on language development strategies they can implement at home. Provide Parent Council meeting and host events to increase parent engagement. Provide parents with opportunities to develop strategies that can be implemented at home to support student academic achievement in math and ELA. Provide operating cost to host Parent Engagement events and functions and promote a more welcoming setting for parents. Provide sessions on positive discipline, growth mindset, and social-emotional learning strategies. Mental Health & Wellness Resources: Host discussions with counselors or mental health professionals on managing stress and supporting children's emotional well-being. Parent Support Groups: Create spaces for parents to share experiences and seek guidance from educators and professionals.</p>

Strategy/Activity 2

Academic Family Nights

Students to be Served by this Strategy/Activity

All Students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal, Assistant Principal, Instructional Lead, Consultants, District Support Staff, Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<p>Teachers will plan and organize Family Literacy Nights: Interactive sessions where parents and students engage in reading activities together.</p> <p>Teachers will plan and organize Math & Science Nights: Hands-on experiences that make math and science engaging for both students and parents.</p> <p>Provide teachers with extra duty hours to plan and host events after school hours to provide an opportunity for working families to come at extended hours with their families and promote academic strategies for parents to use at home and support student learning.</p>
Amount	3437
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	<p>Resources & Materials for Parents</p> <p>Supplemental Learning Kits: Provide take-home materials such as workbooks, flashcards, and guided reading books to support learning at home.</p> <p>Title I Parent & Family Educational Workshop Supplies: Offer necessary materials to facilitate meaningful participation in parent engagement events.</p> <p>Homework Help Resources: Provide parents with guides and tip sheets to assist students with homework.</p> <p>Monthly Newsletters & School Apps: Keep parents informed about upcoming events, workshops, and school updates through flyers, digital platforms, the school website and social media.</p>
Amount	1000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	<p>Classified staff in collaboration with Teachers will plan and organize Family Literacy Nights: Interactive sessions where parents and students engage in reading activities together.</p> <p>Classified staff in collaboration with Teachers will plan and organize Math & Science Nights: Hands-on experiences that make math and science engaging for both students and parents.</p> <p>Provide classified staff with extra duty hours to plan and support teachers host events after school hours to provide an opportunity for working families to come at extended hours with their families and promote academic strategies for parents to use at home and support student learning.</p>

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Safe & Learning Environments

Goal Statement

SCHOOL GOAL 5: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Basis for this Goal

What data did you use to form this goal?

- *Office Referrals (Health/Discipline)
- *Williams Report
- *Staff Surveys
- *Student Surveys
- *Parent Survey
- *Facilities Walkthroughs and Feedback
- *Citizenship Awards
- *PBIS/ODR Data Reports
- *Attendance Reports

What were the findings from the analysis of this data?

- *More students are participating in school programs that promote safety and health
- *Based on the parent survey results, 100% of parents who completed the survey feel their child is safe at school.

How will the school evaluate the progress of this goal?

- *This goal will be evaluated on an annual basis as part of the SPSA evaluation process and PBIS school community surveys.

Where can a budget plan of the proposed expenditures for this goal be found?

- *Proposed expenditures sections for each strategy/activity

Expected Annual Measurable Outcomes

Metric/Indicator	2023-2024 SBAC Data	Expected Outcome
Implementation of District's PBIS Framework Attendance Reports		100% Implementation of the PBIS Framework in all Tiers Increase attendance rates

Planned Strategies/Activities

Strategy/Activity 1

Implement a school-wide positive behavior intervention framework.

Students to be Served by this Strategy/Activity

All students

Timeline

March 2025 - March 2026

Person(s) Responsible

Principal
Assistant Principal
Instructional Lead
PBIS Team
Teachers
Staff Members, Academic Coach, Attendance Secretary

Proposed Expenditures for this Strategy/Activity

Amount	15199
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	<p>Create and implement a positive behavior intervention multi-tier plan to support our students and staff. Provide teachers with resources on ways they can incorporate, promote and engage students in each tier through their instruction and positive reinforcers. Promote a safe and engaging school environment to increase attendance and support all students socio-emotional well-being through a multi-tier system of supports.</p> <p>Plan assemblies to continue to promote, engage and recognize positive culture and climate through supplemental resources, classroom supplies, school assemblies, and books.</p>
Amount	3000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<p>Allocate additional time for teachers to plan and develop SEL (Social-Emotional Learning) lessons in collaboration with the SEL Specialist, allowing them to share best practices and strategies. Teachers will also analyze PBIS (Positive Behavioral Interventions and Supports) data to create targeted plans that foster student success and high academic achievement. Certificated staff will design lessons aimed at enhancing students' social-emotional well-being.</p> <p>Provide extra duty hours for PBIS Tier 1, Tier 2, and Tier 3 teams to schedule, plan, and implement intervention strategies for students facing significant social-emotional and behavioral challenges.</p>
Amount	1637
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	<p>Additional time for Classified Staff to receive PBIS training and collaborate with SEL Specialist to share best practices. Provide extra duty hours to analyze PBIS data and learn strategies to help students be successful and meet high academic outcomes.</p>

Supporting Classified Staff will learn how to promote the socio emotional wellbeing of student.

Provide release time for classified staff to receive training on positive behavior intervention programs/resources, restorative practice, cultural awareness and biases to better support classroom teachers and students supervision.

Ensure students receive supervision during extended activities and assemblies that provide enrichment opportunities in various curriculum areas and serve as positive reinforcement for achieving goals and demonstrating good behavior (e.g., PBIS), fostering student engagement and improving attendance to enhance academic success.

Provide extra duty hours for Campus Monitors to support supervision and safety during school events, ensuring a secure and structured environment for all students.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	151,010.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	151,010.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	140,573.00	0.00
Title III	10,437.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	140,573.00
Title III	10,437.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,500.00
2000-2999: Classified Personnel Salaries	10,137.00
4000-4999: Books And Supplies	57,073.00
5000-5999: Services And Other Operating Expenditures	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	59,500.00
2000-2999: Classified Personnel Salaries	Title I	10,137.00
4000-4999: Books And Supplies	Title I	53,636.00
5000-5999: Services And Other Operating Expenditures	Title I	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,000.00
4000-4999: Books And Supplies	Title III	3,437.00

Roosevelt Elementary School Parent and Family Engagement Policy



Title I Parent and Family Engagement Policy

To involve parents and family members in the Title I program, the following practices have been established at Roosevelt Elementary School:

(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])

Roosevelt Elementary School will continue to hold an annual Title I meeting in the fall of the new school year to inform families of participation, requirements, and parent rights under the Title I, Part A program.

(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])

Roosevelt Elementary School will continue to identify families' needs via the Annual Title I Family Survey that may prevent them from being involved in a child's education.

Extra measures are to be taken to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program (SWP) plan.(20 U.S.C. Section 6318[c][3])

The Parent and Family Engagement Policy will continue to be reviewed annually by Roosevelt Elementary School Schoolsite Council (SSC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Roosevelt Elementary School Title I program will continue to be reviewed annually as part of the annual development of the School Plan for Student Achievement (SPSA).

(d) Provide parents of participating children with the following

i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])

Roosevelt Elementary School will continue to provide timely information about the Title I, Part A program in various ways, but not limited to, notifications, all-call messages, site newsletters, postings on the school's website, parent resource center, family meetings/events, Schoolsite Council (SSC), Coffee with the Principal, Back to School Night, Parent-Teacher Conferences, Open House, celebratory events, etc.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])

The curriculum used at Roosevelt Elementary School is instruction provided throughout the day is focused on content standards using instructional and collaborative strategies to make content accessible for the EL's (core standards used in tandem with ELD standards).

Roosevelt's curriculum includes: Journey's ELA/ELD, Go Math, McGraw Hill Science, Scott Foresman Social Studies, StudySync and SWUN Math.

Roosevelt Elementary School will continue to provide fall and spring Parent-Teacher Conferences as an opportunity to share information to families on student progress and performance, in relation to state and local academic assessments, curriculum being used, grade-level expectations for proficiency, data reporting for state and local academic assessments, and available interventions for students needing assistance.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])

Roosevelt Elementary School will continue to provide opportunities to families to meet with point staff to discuss student needs and suggested support through formal scheduled Parent-Teacher Conferences in both the fall and spring, as well as, informal requests made for meetings, as needed.

(e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])

Roosevelt Elementary School will continue to annually share ways families can provide informal and formal feedback on areas of strength and improvement of school goals and actions as identified in Roosevelt Elementary School's Plan for Student Achievement (SPSA).

Parent and family member's feedback will continue to be gathered and written documentation of comments that reflect the program is not satisfactory will be submitted to Lynwood USD.

Revised and Approved by SSC on January 24, 2025.

Roosevelt Elementary School Parent and Family Engagement Policy (Spanish)



Política de Involucramiento de Padres y Familias de Título I

Para involucrar a los padres y familiares en el programa Título I, se han establecido las siguientes prácticas en la Escuela Primaria Roosevelt:

(a) Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres de los niños participantes a asistir, para informar a los padres y familiares sobre la participación de su escuela en el programa Título I, Parte A y explicar los requisitos, y el derecho de los padres a participar. (20 USC Sección 6318[c][1])

La Escuela Primaria Roosevelt continuará programando una reunión anual de Título I en otoño del nuevo año escolar para informar a las familias sobre la participación, los requisitos y los derechos de los padres bajo el programa Título I, Parte A.

(b) Ofrezca una cantidad flexible de reuniones, como reuniones por la mañana o por la noche, y la escuela puede proporcionar, con fondos del Título I, transporte, cuidado infantil o visitas domiciliarias, según dichos servicios se relacionen con la participación de los padres. (20 USC Sección 6318[c][2])

La Escuela Primaria Roosevelt continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual de Título I que puede impedirles participar en la educación de un niño.

Se deben tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los entornos acogedores, proporcionar notificaciones de manera oportuna, utilizar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o en diferentes horarios, brindar cuidado infantil, garantizar que la información se brinde en un idioma y formato fácilmente comprensibles para las familias y brindar interpretación.

(c) Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, incluida la planificación, revisión y mejora de la política de involucramiento de padres y familias de la escuela y el desarrollo conjunto de la plan del programa escolar (SWP). (20 USC Sección 6318[c][3])

La Política de Involucramiento de Padres y Familias continuará siendo revisada anualmente por el Consejo Directivo Escolar (SSC) de la Escuela Primaria Roosevelt. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Primaria Roosevelt continuará siendo revisado anualmente como parte del desarrollo anual del Plan Escolar del Rendimiento Estudiantil (SPSA).

(d) Proporcionar a los padres de los niños participantes lo siguiente:

i. Información oportuna sobre los programas del Título I.(20 USC Sección 6318[c][4][A])

La Escuela Primaria Roosevelt continuará brindando información oportuna sobre el programa Título I, Parte A de varias maneras, entre otras, notificaciones, mensajes de llamadas, boletines informativos del sitio, publicaciones en el sitio web de la escuela, centro de recursos para padres, reuniones/eventos familiares, Consejo Directivo Escolar (SSC), Café con el Director, Noche de Regreso a Clases, Conferencias de Padres y Maestros, Casa Abierta, eventos de celebración, etc.

ii. Una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de logro de los desafiantes estándares académicos estatales. (20 USC Sección 6318[c][4][B])

El plan de estudios utilizado en la Escuela Primaria Roosevelt es la instrucción proporcionada a lo largo del día se centra en los estándares de contenido utilizando estrategias de instrucción y colaboración para hacer que el contenido sea accesible para los EL (estándares básicos utilizados en conjunto con los estándares ELD).

El plan de estudios de Roosevelt incluye: ELA/ELD de Journey, Go Math, McGraw Hill Science, Scott Foresman Social Studies, StudySync y SWUN Math).].¹

La Escuela Primaria Roosevelt continuará brindando conferencias de padres y maestros de otoño y primavera como una oportunidad para compartir información con las familias sobre el progreso y el desempeño de los estudiantes, en relación con las evaluaciones académicas estatales y locales, el plan de estudios que se utiliza, las expectativas de competencia a nivel de grado y la presentación de informes de datos para evaluaciones académicas estatales y locales, e intervenciones disponibles para estudiantes que necesitan ayuda.

iii. Si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. (20 USC Sección 6318[c][4][C])

La Escuela Primaria Roosevelt continuará brindando oportunidades a las familias para reunirse con el personal para discutir las necesidades de los estudiantes y sugerir apoyo a través de conferencias formales de padres y maestros programadas tanto en el otoño como en la primavera, así como solicitudes informales de reuniones, según sea necesario.

(e) Si el plan SWP no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela lo ponga a disposición de la LEA. (20 USC Sección 6318[c][5])

La Escuela Primaria Roosevelt continuará compartiendo anualmente formas en que las familias pueden brindar comentarios informales y formales sobre las áreas de fortaleza y mejora de las metas y acciones escolares identificadas en el Plan Escolar del Rendimiento Estudiantil (SPSA) de la Escuela Primaria Roosevelt.

Se seguirán recopilando comentarios de los padres y miembros de la familia y se enviará documentación escrita de los comentarios que reflejen que el programa no es satisfactorio al Distrito USD de Lynwood.

Revisado y aprobado Por SSC January 24, 2025.

Lynwood District Parent and Family Engagement Policy



Title I Part A Parent and Family Engagement Policy

What is Family Engagement?

The US Department of Education defines Family Engagement as the participation of parents and family members in regular, two-way, meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

LUSD's Family Engagement Vision

Lynwood Unified School District embraces families of all races, ethnicities, and cultures in their engagement as an integral component for the social, emotional, and academic success of all students. All educational partners will be knowledgeable to work collaboratively and respectfully as equal partners by sharing responsibility and leadership to sustain quality family engagement across all schools.



1) Purpose of Parent and Family Engagement Policy:

The Lynwood Unified School District (LUSD) has developed this Parent and Family Engagement Policy to support and partner with families. This policy establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen powerful partnerships with students and families in all LUSD schools. This plan describes LUSD's commitment to engage parents and family members in the education of their children and to build staff capacity to successfully implement family engagement practices designed to meet the district's vision for family engagement.

2) How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

LUSD has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included family surveys and discussion forums. Additional input was gathered from district level advisory committees and other parent advisory groups.

3) How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

LUSD will continue to invite all parents and family members annually to take an active role by participating on site decision making councils and advisory committees, as well as, district level advisory committees in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement of the Local Control Accountability Plan (LCAP) as well as, school goals and actions as identified in sites' School Plans for Student Achievement (SPSAs). Parent and family member feedback is also gathered at school meetings/forums, district and school advisory committee meetings, Schoolsite Council meetings, and through other means. The information gathered is used to revise the district's LCAP and the sites' SPSAs.

4) How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?

District staff will continue to work collaboratively with site administrators and support teams to plan and implement district-wide parent and family engagement practices that are linked to student achievement. The district administration team will continue to include parent and family engagement during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being implemented (such as, but not limited to, running effective decision making and advisory groups, Coffee with the Principal, Curriculum Nights, and other parent/family information nights/workshops). Though the activities will be site-specific as described in schools' School-Parent Compacts, Parent and Family Engagement Policies, and SPSAs, best practices should be evidenced across all school sites.

In addition, district staff will continue to work as a team to address items related to family engagement to support the district's LCAP, Equity, and Strategic Plans. They will also continue to provide technical assistance for district and site support staff to discuss best practices that will help inform staff on effective family engagement practices such as, but not limited to, Analyzing and Sharing Data with Families, Welcoming Environments, Building Partnerships with Families, and Improving School-Family 2-Way Communication.

5) How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?

LUSD will continue to coordinate and integrate parent and family engagement strategies for all programs, such as Early Childhood Education, English Language Learners, Special Education, Migrant Program, and Career Technical Education as offered through Title I, Part A.

6) How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

To evaluate the effectiveness of the Parent and Family Engagement Policy, LUSD will continue to conduct an annual evaluation of the content and effectiveness of this policy. Parents and family members will have opportunities to provide feedback. Each site will ensure families have multiple opportunities to provide input by making the family survey and policy input form available both in a digital and paper format. In addition to the annual family survey, there will be other means of providing input such as, but not limited to, LCAP parent survey, district level committee feedback, and/or discussion forums. LUSD will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

7) What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

LUSD will continue to gather input from educational partners through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision making councils/advisory committees to evaluate the effectiveness of the Parent and Family Engagement Policy. Barriers are identified through this process and actions will be put into place to address the needs of families, such as, take extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and offer interpretation services.

8) What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

LUSD will continue to provide families with ongoing educational and leadership opportunities to support families in building stronger and more effective partnerships with school staff, so that they can better understand student academic expectations and learn how to navigate the educational system. These opportunities will be offered via engaging workshops, leadership academies, decision making and advisory group trainings, conferences, and/or events. In addition to face-to-face and/or virtual opportunities, every effort will be made to post resources (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) on the district/school site websites and Google Site for families to access remotely. Also, the district advisory councils and LCAP Committee will continue to advise the district on matters related to family engagement.

LUSD will continue to ensure families have knowledge of the Parent Volunteer Tiers and access to forms in an effort to increase family engagement.

9) What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

LUSD will continue to coordinate capacity building opportunities for both families and staff to help strengthen school and family partnerships. District staff will continue to collaborate across departments to provide families with a series of educational opportunities on various topics to help families strengthen school-home partnerships and their interactions with staff. Motivational strategies, as well as Social Emotional Learning (SEL) programs will be utilized to encourage parents and families to participate in capacity building opportunities both at the district and school level.

In addition, LUSD will ensure that systems are put in place for meaningful 2-Way Communication between families and staff, such as, utilizing different communication methods (flyers, AERIES System, social media platforms, district and site websites, and other methods).

10) LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

LUSD will coordinate support to assist schools to utilize evidence-based strategies in an effort to design systemic and more effective family engagement practices, programs, and services as outlined in the Dual Capacity Framework for Family-School Partnerships, US Department of Education, as well as Family Engagement Toolkit, California Department of Education. Parents and family members will also continue to be provided with technical support in the areas of parent leadership and advocacy through a train-the-trainer program model to address the needs of families.

11) How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

LUSD reserves at least one percent of the Title I, Part A allocation to support district-wide parent and family engagement activities. Family engagement activities are included in the district's LCAP. District level staff are also in place to support parent and family engagement efforts.

12) How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Funds reserved by the district for parent and family engagement activities are used to support the activities and strategies addressed in this policy, including funding Parent Involvement Specialists. Parent Involvement Specialists will continue to provide information, resources, and professional learning on best practices regarding engaging families such as participating in community events for families, connecting families to resources, and organizing meetings, activities, and workshops to engage families.

13) How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])??

Using federal funding formulas and data from California Longitudinal Achievement Data System (CALPADS), sites will be ranked and ordered. Funds are distributed among the sites while prioritizing high-need sites.

14) How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

Information and resources will continue to be provided to parents and family members on strategies to assist them in supporting their children's at-home learning on topics, such as but not limited to, Preparing for a Parent-Teacher Conference, Understanding the Common Core State Standards, and Understanding State and Local Assessments. The assistance will come in the form of workshops as part of the Parent and Family Education Plan developed by LUSD's Parent Involvement Specialists. Parent Involvement Specialists will also continue to collaborate with other departments, personnel, and parents to provide additional learning experiences that are enriching for families.

15) How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?

LUSD will continue to work collaboratively with parents and family members to identify programs and services needed to support families in helping their children succeed. Parent and family workshops that promote literacy (reading and writing) will be included in the Parent Educational Plan. Additional learning opportunities for families to attend conferences and/or trainings that will support them in helping their children meet academic and personal goals will be offered when possible.

In addition, Parent Involvement Specialists will continue to collaborate with the Technology Services Department and/or partners to provide technology related workshops that support families in understanding the 21st Century, such as but not limited to, tools and knowledge to engage in virtual platforms, digital citizenship, educational websites, and applications.

16) How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

LUSD will continue to provide professional development for staff and families in the areas of Cultural Proficiency, Building Trusting Relationships, Welcoming Environments, and other areas of need in an effort to build effective home-school partnerships.

In addition, LUSD will continue to partner with parents and family members to address strengths and challenges of existing family engagement practices to provide recommendations that will contribute to creating stronger trusting relationships and activities/programs that are more effectively connected to student learning.

17) How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

LUSD under the direction of the Equity, Access, and Instructional Services Department will continue to support each school site as they develop their SPSA which include goals, actions, strategies, and expenditures for parent and family engagement, as well as goals to improve academic achievement. School sites will be provided with SPSA support through training provided to the administration and support staff, student, and parent representatives on the requirements of the SPSA development. The Equity, Access, and Instructional Services Department will review the sites' SPSAs to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

In addition, every school site has identified a Parent Resource Center to provide a place for families to participate more actively in activities such as decision making council meetings, advisory committee meetings, and workshops, as well as,

accessing resources for social services, and technology. Site staff and volunteers will receive additional support to assist them in fully implementing their centers.

18) How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

LUSD will continue to communicate with families in a format and language that they can understand using a variety of platforms to reach as many families as possible. Notifications will be shared via, but not limited to, district and school websites, school messaging systems, newsletters, flyers, and social media postings. Hard copies of materials will be available.

In addition, site support staff will assist with communication between home and school and other parent and family engagement efforts.

19) How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

LUSD will continue to support sites by providing schools with support staff who assist with home-school communication as well as connect families to additional resources, available both at school and in the community.

In addition, Parent Involvement Specialists will continue to provide the sites with a monthly family education calendar, along with resources, to be shared with the parents and families at each site, that will inform parents and families on upcoming educational opportunities and strategies that they can use to support their children at home.

20) How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?

LUSD will continue to make this policy available by notifying families on the various ways to access the policy such as notifications, all-call messages, site newsletters, Parent and Student Handbook, postings on the district's and schools' website, parent resource centers, and annual Title I meetings. Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to district or school sites.

LUSD will continue to ensure the policy is accessible to all families in a format and language that parents and family members can understand.

This Policy was adopted by the Lynwood Unified School District in Spring, 2025 and will be in effect until Spring, 2026.

Lynwood District Parent and Family Engagement Policy (Spanish)



Política de Involucramiento del Padre y Familia del Título I Parte A

¿Qué es el Involucramiento Familiar?

El Departamento de Educación de EE. UU. define el Involucramiento Familiar como la participación de los padres y miembros de la familia en una comunicación significativa regular y bidireccional que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo:

- (A) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.
- (B) Que se aliente a los padres a participar activamente en la educación de sus hijos.
- (C) Que los padres sean socios plenos en la educación de sus hijos y se incluyan, según proceda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- (D) La realización de otras actividades, como las descritas en la Sección 1116 de la Ley del éxito de todos los estudiantes (ESSA).

La Visión de Involucramiento de Familia de LUSD

El Distrito Escolar Unificado de Lynwood abarca a las familias de todas las razas, etnias y culturas en su compromiso como un componente integral para el éxito social, emocional y académico de todos los estudiantes. Todos los socios educativos estarán capacitados para trabajar de manera colaborativa y respetuosa como socios iguales al compartir la responsabilidad y el liderazgo para mantener un involucramiento familiar de calidad en todas las escuelas.



1) Propósito de la Política del Involucramiento del Padre y Familia:

El Distrito Escolar Unificado de Lynwood (LUSD) ha desarrollado esta Política de Involucramiento del Padre y Familia para apoyar y asociarse con las familias. Esta política establece las expectativas y objetivos del distrito para un involucramiento de familia significativo y guía las estrategias y los recursos que fortalecen las asociaciones poderosas con los estudiantes y las familias en todas nuestras escuelas LUSD. Este plan describe el compromiso de LUSD de involucrar a los padres y miembros de la familia en la educación de sus hijos y desarrollar la capacidad del personal para implementar con éxito las prácticas del involucramiento familiar diseñadas para cumplir con la visión del distrito para el involucramiento familiar.

2) ¿Cómo participarán los padres y los miembros familia en el desarrollo de esta Política (ESSA secciones 1116 [a] [2] [A] y 1116 [a] [2] [F])?

LUSD ha desarrollado una Política de Involucramiento del Padre y Familia del Título I por escrito con aportes de los padres y miembros de familia de los niños participantes. Los aportes del padre y miembro de familia se obtuvieron a través del proceso de evaluación de necesidades que incluyó encuestas de familia y foros de discusión. Se recopiló información adicional de los comités asesores a nivel de distrito y otros grupos asesores de padres.

3) ¿Cómo se involucrarán los padres y los miembros de familia en el desarrollo de planes de mejoras de la escuela (ESSA Sección 1116 [a] [2] [A])?

LUSD continuará invitando a todos los padres y miembros de la familia anualmente para que tomen un rol de participación activo en los concilios para tomar decisiones/comités asesores de las escuelas y/o comités asesores a nivel de distrito para que se involucren en el desarrollo de planes de mejora de las escuelas. Los miembros de los concilios y comités continuarán siendo entrenados en sus roles y responsabilidades.

Los padres y los miembros de familia continuarán brindando comentarios sobre las áreas de fortaleza y mejora del Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés), así como las metas de las escuelas y las acciones identificadas en los Planes Escolares para el Logro Estudiantil (SPSAs, por sus siglas en inglés) de las escuelas. Los comentarios del padre y el miembro de familia también se recopilarán en las reuniones/foros escolares, las reuniones del comité asesor del distrito y por las reuniones del Consejo Directivo Escolar (SSC, por sus siglas en inglés) y por otros medios. La información recopilada se utiliza para revisar el LCAP del distrito y los SPSAs de las escuelas.

4) ¿Cómo proporciona la Agencia Educativa Local (LEA) la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de la LEA en la planificación e implementación de actividades efectivas de involucramiento del padre y familia para mejorar el rendimiento académico de los estudiantes y el desempeño de la escuela? ¿Incluye esto una consulta significativa con empleadores, líderes empresariales y organizaciones filantrópicas, o individuos con experiencia en involucrar efectivamente a los padres y miembros de la familia en la educación (ESSA Sección 1116 [a] [2] [B])?

El personal del distrito continuará trabajando en colaboración con los administradores de las escuelas y los equipos de apoyo para planificar e implementar prácticas en todo el distrito de involucramiento de padres y familias que estén vinculadas con el rendimiento estudiantil. El equipo de administración del distrito continuará incluyendo el involucramiento del padre y familia durante las Reuniones de Directores y otros foros para asistir en establecer protocolos para garantizar que se implementen las estrategias y actividades de involucramiento de familia (tales como, incluyendo pero sin limitarse, dirigiendo eficazmente grupos de toma de decisiones y asesores, Café con el Director, Noches de Currículo y otras noches/talleres de información para el padre o familia). Sin embargo las actividades serán específicas para la escuela, tal como se describe en los Convenios entre Padre y Escuelas, Políticas de Involucramiento de Padre y Familias, y los SPSAs, las mejores prácticas deben evidenciarse en todos los sitios escolares.

Además, el personal del distrito continuará trabajando como equipo para abordar los temas relacionados con el involucramiento de la familia para apoyar los planes del LCAP, Equidad y Estratégicos del distrito. Continuarán brindando asistencia técnica al distrito y al personal de apoyo del sitio para discutir las mejores prácticas que ayudarán a informar al personal sobre prácticas efectivas de involucramiento de familia como, incluyendo pero sin limitarse, Analizar y Compartir Datos con las Familias, Ambientes Acogedores, Crear Alianzas con las Familias y Mejorar la Comunicación Bidireccional entre la Escuela y la Familia.

5) ¿Cómo coordinarán o integrarán las LEAs las estrategias de involucración del padre y familia con otras leyes y programas federales, estatales y locales relevantes (ESSA sección 1116 [a] [2] [C] y 1116 [e] [4])?

LUSD continuará coordinando e integrando estrategias de involucramiento del padre y familia para todos los programas, tales como Educación de la Primera Infancia, Estudiantes Aprendices del Idioma Inglés, Educación Especial, Programa para Migrantes y Educación Técnica Profesional como se ofrece a través del Título I, Parte A.

6) ¿Cómo llevarán a cabo las LEAs, con una participación significativa de los padres y los miembros de familia, una evaluación anual del contenido y la efectividad de esta Política para mejorar la calidad académica de todas las escuelas atendidas en virtud del Título I, Parte A, y usar el hallazgo para diseñar estrategias basadas en evidencia? (ESSA secciones 1116 [a] [2] [D] y 1116 [a] [2] [E])?

Para evaluar la efectividad de la Política de Involucramiento del Padre y Familia, LUSD continuará realizando una evaluación anual del contenido y la efectividad de esta política. Los padres y los miembros de la familia tendrán la oportunidad de brindar aportaciones. Cada escuela asegurará que las familias tengan múltiples oportunidades para brindar información al hacer que la encuesta familiar y el formulario de aportes de esta política estén disponibles tanto en formato digital como en papel. Además de la encuesta anual a la familia, habrá otros medios para proporcionar información como, por ejemplo, incluyendo pero sin limitarse a la encuesta LCAP de padres, aportación de los comités asesores a nivel del distrito y/o los foros de discusión. LUSD continuará utilizando los hallazgos de todas las fuentes de datos para revisar la Política de Involucramiento del Padre y Familia para que refleje las necesidades de todas las familias.

7) ¿Cuáles son las barreras para una mayor participación de los padres en actividades autorizadas por la Sección 1116 de ESSA? Tenga en cuenta con especial atención que los padres y miembros de la familia que están en desventaja económica, están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o tienen antecedentes de minorías raciales o étnicas (ESSA Sección 1116 [a] [2] [D] [i]):

LUSD continuará reuniendo la aportación de los socios educativos a través de la encuesta LCAP, la encuesta de familia, los foros de discusión, así como los comités asesores del distrito y los concilios/comités asesores que toman decisiones de las escuelas para evaluar la efectividad de la Política de Involucramiento del Padre y Familia. Las barreras se identifican a través de este proceso y se implementarán acciones para abordar las necesidades de las familias, tales como, tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los ambientes acogedores, proporcionar notificaciones de manera oportuna, usar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o diferentes horarios, proporcionar cuidado de niños, garantizar de que la información se proporcione en un idioma y formato fácilmente comprensible para las familias, y ofrecer servicios de interpretación.

8) ¿Cuáles son las necesidades de los padres y los miembros de familia para que puedan ayudar con el aprendizaje de sus hijos, incluida la colaboración con el personal escolar y los maestros (ESSA Sección 1116 [a] [2] [D] [ii])?

LUSD continuará brindando a las familias oportunidades educativas y de liderazgo para apoyar a las familias en construir alianzas más sólidas y efectivas con el personal de la escuela, para que puedan comprender mejor las expectativas académicas de los estudiantes y aprender a navegar el sistema educativo. Estas oportunidades se ofrecerán a través de talleres interactivos, academias de liderazgo, capacitación para grupos de toma de decisiones y asesores, conferencias y/o eventos. Además de las oportunidades en persona y/o virtual se hará todo lo posible para publicar recursos (materiales de talleres, guías/boletines para los padres y familias, materiales de aprendizaje para el hogar y recursos digitales) en el sitio web del distrito/escuelas, y Sitio Google para que las familias puedan acceder de forma remota. Además, los comités asesores del distrito y el Comité del LCAP continuarán asesorando al distrito sobre asuntos relacionados con el involucramiento familiar.

LUSD continuará asegurándose de que las familias tengan conocimiento de los Niveles de Padres Voluntarios y acceso a los formularios en un esfuerzo por aumentar el involucramiento familiar.

9) ¿Cuáles son las estrategias utilizadas para apoyar las interacciones exitosas entre la escuela y la familia (Sección 1116 [a] [2] [D] [iii] ESSA)?

LUSD continuará coordinando oportunidades de desarrollo creando oportunidades de capacitación tanto para las familias como para el personal para ayudar a fortalecer las alianzas entre las escuelas y familias. El personal del distrito continuará colaborando con todos los departamentos para brindar a las familias una serie de oportunidades educativas sobre diversos temas para ayudar a las familias a fortalecer las alianzas entre la escuela, el hogar y sus interacciones con el personal. Se utilizarán estrategias de motivación así como programas de Aprendizaje Socioemocional (SEL, por sus siglas en inglés) para alentar a los padres y familias a participar en oportunidades de desarrollo de capacidades tanto a nivel del distrito como de la escuela.

Además, LUSD se asegurará de que se establezcan sistemas para una comunicación bidireccional significativa entre las familias y el personal, por ejemplo, utilizando diferentes métodos de comunicación (folletos, sistema AERIES, plataformas de redes sociales, sitios web de distrito y escuelas, y otros métodos).

10) Las LEAs brindan coordinación, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas a planificar e implementar actividades efectivas de participación de padres y familias. Esto puede incluir consultas con empleadores, líderes empresariales, organizaciones filantrópicas o individuos. ¿Qué asistencia técnica se proporcionará a los padres (ESSA Sección 1116 [a] [3] [A])?

LUSD coordinará el apoyo para ayudar a las escuelas a utilizar estrategias basadas en evidencia en un esfuerzo para diseñar un sistema más efectivo con prácticas de involucramiento de padres, programas y servicios más efectivos como se describe en el Marco de Capacidad Dual para Alianzas de Familia-Escuela, Departamento de Educación de California. Los padres y los miembros de familia también continuarán recibiendo asistencia técnica en las áreas de liderazgo y abogacía a través de un programa de formación de formadores para abordar las necesidades de las familias.

11) ¿Cómo reservarán las LEAs el 1 por ciento de los fondos del Título I, Parte A para cumplir con los requisitos de involucración de padres y familias (ESSA Sección 1116 [a] [3] [A])?

LUSD reserva al menos el uno por ciento de la asignación de Título I, Parte A para apoyar las actividades de involucramiento del padre y la familia en todo el distrito. Las actividades del involucramiento de familia se incluyen en el LCAP del distrito. El personal a nivel del distrito también está en el lugar para apoyar los esfuerzos de involucramiento de padres y familias.

12) ¿Cómo asignará LEA los fondos para la participación de los padres y la familia (ESSA Sección 1116 [a] [3] [B])?

Los fondos reservados por el distrito para actividades de involucramiento de padre y familia se utilizan para apoyar las actividades y estrategias abordadas en esta política, incluyendo el financiamiento de Especialistas en Participación de Padres. Especialistas de Participación de Padres continuarán brindando información, recursos y aprendizaje profesional sobre las mejores prácticas para involucrar a las familias tal como participar en eventos comunitarios para familias, conectar a las familias con los recursos, y organizar reuniones, actividades y talleres para involucrar a las familias.

13) ¿Cómo distribuirán las LEAs el 90 por ciento de la reserva del 1 por ciento a las escuelas (ESSA Sección 1116 [a] [3] [C])?

Utilizando fórmulas de financiamiento federal y datos del Sistema de Datos Longitudinales del Rendimiento de los Alumnos de California (CALPADS, por sus siglas en inglés), las escuelas se clasificarán y ordenarán. Los fondos se distribuyen entre las escuelas al tiempo que se les da prioridad a las escuelas de alta necesidad.

14) ¿Cómo proporcionarán las LEAs asistencia a los padres y las familias para comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del Título I, Parte A, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para ayudar a todos los estudiantes a tener éxito (Sección ESSA 1116 [e] [1])?

Se continuará brindando información y recursos a los padres y miembros de la familia tales como, pero no limitado, a estrategias para ayudarlos a apoyar el aprendizaje en el hogar de sus hijos sobre temas como la Preparación para una Conferencia de Padre y Maestro, Entendiendo los Estándares Estatales Comunes y Entendiendo las Evaluaciones Estatales y Locales. El apoyo vendrá en forma de talleres como parte del Plan de Educación para Padres y la Familia desarrollado por las Especialistas de Participación de Padres de LUSD. Las Especialistas de Participación de Padres también continuarán colaborando con otros departamentos, personal y padres para proporcionar experiencias de aprendizaje adicionales que sean enriquecedoras para las familias.

15) ¿Cómo proporcionarán las LEAs materiales y capacitación para ayudar a los padres y las familias a trabajar con sus hijos para mejorar sus logros, como la capacitación literaria y el uso de la tecnología (ESSA Sección 1116 [e] [2])?

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

Además, Especialistas de Participación de Padres continuarán colaborando con el Departamento de Servicios de Tecnología y/o socios para brindar talleres relacionados con la tecnología que ayuden a las familias a comprender el aprendizaje del siglo XXI, como, entre otros, herramientas y conocimientos para participar en plataformas virtuales, la ciudadanía digital, los sitios web educativos y las aplicaciones.

16) ¿Cómo educarán las LEAs a los maestros, al personal de apoyo educativo, los directores y otros líderes y personal escolar, con la ayuda de los padres y las familias, en el valor y la utilidad de las contribuciones de los padres y las familias, y se acercarán, se comunicarán y trabajarán con los padres y familias como socios iguales, implementando y coordinando programas para el padre y la familia se crearan lazos entre padres y familias y la escuela (ESSA Sección 1116 [e] [3])?

LUSD continuará brindando desarrollo profesional para el personal y las familias en las áreas de Dominio Cultural, Creación de Relaciones de Confianza, Ambientes Acogedores y otras áreas de necesidad en un esfuerzo en crear asociaciones efectivas entre el hogar y la escuela.

Además, Especialistas en Participación de los Padres continuarán trabajando con padres y miembros de familia para abordar las fortalezas y desafíos de las prácticas existentes de participación familiar para proporcionar recomendaciones que contribuyan a crear relaciones y actividades/programas de confianza más sólidos que estén conectados de manera más efectiva al aprendizaje de los estudiantes. Las recomendaciones y mejores prácticas proporcionadas por el equipo se compartirán con los equipos de liderazgo de las escuelas.

17) ¿Cómo coordinarán e integrarán las LEAs los programas de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevarán a cabo otras actividades, como los centros de recursos para padres y familias que alientan y apoyan a los padres y familias a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4])?

LUSD bajo la dirección del Departamento de Equidad, Acceso y Servicios Instruccionales seguirá apoyando a cada escuela a medida que desarrollen sus SPSAs que incluyan metas, acciones, estrategias y gastos para la participación del padre y la familia, así como metas para mejorar el rendimiento académico. Las escuelas recibirán apoyo de SPSA a través de capacitación brindada a la administración, al personal de apoyo, y representantes de estudiantes y padres sobre los requisitos del desarrollo de SPSA. El Departamento de Equidad, Acceso y Servicios Instruccionales revisará los SPSAs de las escuelas para garantizar que las metas de participación del padre y familia se planifiquen y apoyen con actividades, materiales y recursos.

Además, cada escuela ha identificado un Centro de Recursos para Padres para proporcionar un lugar en donde las familias participen más activamente en actividades tal como en las reuniones del concilio de toma de decisiones, comité asesor y los talleres, así como el acceso a recursos para servicios sociales y tecnología. El personal de la escuela y los voluntarios recibirán apoyo adicional para ayudarlos a implementar sus centros.

18) ¿Cómo garantizarán las LEAs que la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres de los niños participantes en un formato y, en la medida sea posible, en un idioma que los padres y las familias puedan entender (ESSA Sección 1116 [e] [5])?

LUSD continuará comunicándose con las familias en un formato y lenguaje que puedan entender usando una variedad de plataformas para llegar a tantas familias como sea posible. Las notificaciones se compartirán a través de, incluyendo pero sin limitarse, sitios web del distrito y de las escuelas, sistemas de mensajes escolares, boletines informativos, volantes y publicaciones en redes sociales. Copias impresas de materiales estarán disponibles.

Además, el personal de apoyo ayudará con la comunicación entre el hogar y la escuela y otros esfuerzos de involucramiento de los padres y la familia.

19) ¿Cómo proporcionarán las LEAs otro apoyo razonable para las actividades de participación de los padres en esta sección (ESSA Sección 1116 [e] [14])?

LUSD continuará apoyando a las escuelas al proporcionar personal de apoyo que ayude con la comunicación entre el hogar y la escuela, y conectar a las familias con recursos adicionales, disponibles tanto en la escuela como en la comunidad.

Además, Especialistas en Participación de los Padres continuarán brindando a las escuelas un calendario mensual de educación familiar, junto con recursos, para compartir con los padres y las familias en cada escuela, que informará a los padres y las familias sobre las próximas oportunidades educativas y estrategias que pueden usar para apoyar a sus hijos en el hogar.

20) ¿Cómo se asegurará el LEA de que la Política de Involucramiento de Padre y Familia esté en un formato y lenguaje que sea fácil de entender para los padres y las familias (ESSA Sección 1116 [f])?

LUSD continuará poniendo a disposición esta política notificando a las familias sobre las diversas formas de acceder a la política, tales como notificaciones, llamadas de mensaje, boletines de las escuelas, Manual para Padres y Estudiantes, publicaciones en el sitio de web del distrito y las escuelas, centros de recursos para padres y reuniones anuales del Título I. Padres y los miembros de familia son bienvenidos y alentados a proporcionar comentarios continuos sobre esta política en cualquier momento mediante la presentación de comentarios sea por escrito al distrito o a las escuelas.

LUSD continuará asegurando que la política sea accesible para todas las familias en un formato e idioma que los padres y los miembros de la familia puedan entender.

Esta Política fue adoptada por el Distrito Escolar Unificado de Lynwood en la primavera de 2025 y estará vigente hasta la primavera de 2026.

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
Yadira Perez	Principal
Francisca Lopez	Parent or Community Member
Elizabeth Urrutia	Parent or Community Member
Elizabeth Brizuela	Parent or Community Member
Alisha Dixon	Parent or Community Member
Norma Ramirez	Parent or Community Member
Christiana Okeke	Other School Staff
Stephanie Fairell-Smith	Classroom Teacher
Tracey Siegel	Classroom Teacher
Olga Gavin	Classroom Teacher

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 has reviewed and adopted the School Site and LUSD Board Approved Parent and Family Engagement Policies, and the policies have been distributed school-wide.

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

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 2/18/2025.

Attested:



Principal, Yadira Perez on 2/18/2025



SSC Chairperson, Francisca Lopez on 2/18/25

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program