School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary School	41-69005-6044531	February 25, 2026	March 11, 2026

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a School Site Council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California Education Code [EC] Section 65000[b]). Roosevelt School is a Title 1 school that receives federal monies and the actions and services align to the requirements for Title 1 expenditures.

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

Roosevelt School Site Plan directly connects to the Redwood City School District LCAP. There are three main goals addressed in the district LCAP:

(1) By June 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework. By June 2027, the LEA aims to: reduce chronic absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford and Henry Ford; improve attendance rate by 2% each year in all groups; and reduce suspensions by 0.5% for the district and subgroups SED, ELs, and homeless each year and by 1% annually for African Americans, students with disabilities, English learners, and LTELs.

(2) By June 2027, 55% of 2nd-8th grade English learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment. The LEA will also increase the reclassification rate to 20%. and decrease our Long Term English Learners (LTELs) to 10%

(3) By June 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
(25-26 Adjustments made to the goal, once board approves in June, replace old goal)
By June 2027, RCSD goal is to increase the percentage of students meeting expected annual growth by at least 4 percentage points each year in ELA and Math, as measured by i-Ready, the district's local assessment program.

On the CAASPP state assessment program English learner students in grades 3-8 will increase in the meeting/exceeding the standard band in ELA to 20% and in Math to 16%.

Roosevelt School has detailed actions and services that align to the three main goals also found in the RCSD LCAP. Each School Site Council meeting discusses these goals.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids survey is administered once a year in the winter. 4th/5th grade students and parents across all grade levels participated in the survey for Winter 2025. These results are shared with our School Site Council, ELAC, and staff.

Student Survey (4th-5th grade)
Areas of strength are:
*Academic motivation 84% (increase of 9%)
*High expectations from the adults at school 85% (increase of 7%)
*School connectedness 84% (increase of 17%)
*Feeling safe at school 83% and on the way to/from school 91% (increase of 16% and 5% respectively)
*Rule clarity 79% (increase of 3%)
*Students being treated with respect 84% (increase of 5%)
*Teachers treating students fairly 93% (increase of 16%)

Areas of concern (although more positive than last year):
*School boredom 43% (decrease of 13%)
*Meaningful participation 47% (decrease of 7%)
*Students treated fairly when they break rules 51% (increase of 4%).

Family Survey
Areas of strength are:
*Students' motivation to complete schoolwork 84% (decrease of 1%)
*Students feeling hopeful about the future 88% (maintained)
*School staff treat parents with respect 100% (increase of 2%)
*Communication with parents about school 46% (increase of 6%)
*Promotes academic success for all students 87% (maintained)
*Students treated with respect 89% (increase of 2%)
*Provides a supportive and inviting place for students to learn 96% (increase of 7%)
*Communicates the importance of respecting different cultural beliefs and practices 93% (increase of 8%)
*Student safety 93% (maintained),
*Has adults who really are about students 92% (maintained)
*Teachers' responsiveness to child's social and emotional needs 91% (increase of 1%)

Area of concern is problems related to school disorder 30% (increase of 5%)

A SPSA Needs Assessment survey was shared with parents in November 2025. Parents felt social emotional curriculum, a MTSS teacher, an a student behavior specialist best supported Goal 1. The top two activities to support Goal 2 were specialized training and professional development for staff of English learner students and supplemental English language development curriculum. The top three activities that best supported Goal 3 are small group instruction with reading specialists, after-school tutoring, and instructional assistants to support students. Parents shared that the things liked most about Roosevelt are the dedicated teachers and staff, inclusion and support for students with special needs, and the community and its diversity. The survey identified transportation and at-home resources as needs that students and families struggle with. When specifically looking at Visual & Performing Arts, parents overwhelmingly preferred art and music.

When students were asked about non-core classes, their preference in descending order: art, PE. library, and music.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administration visit classrooms regularly to observe the classroom environment and academic instruction. Observations have led to an identified need for a greater focus on small group instruction, especially in reading. Some new teachers need additional support/guidance/mentoring, which is being provided. Overall, there is strong standards-based instruction across most grade levels, and strong collaboration at each of the grade levels.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Roosevelt uses state- and district-adopted assessments to modify instruction and improve student achievement including: SBAC, CAST, CAA, iReady reading and math, BPST/IWT, Literably.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from iReady reading and math assessments two times/year (September and January) are used to monitor student progress. The SBAC/CAASPP will be given to all students in 3rd-5th grades in April/May. Students in grades K-3 (and higher grades as necessary) are given additional diagnostic assessments through the CRLP. The comprehensive MTSS plan will include a plan to utilize data to identify students who need more or less intensive supports and target supports as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

RCSD provides staff development personnel to provide professional development and access to instructional materials training with ongoing training and coaching for grade levels and individual teachers as needed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

RCSD ensures all staff development and professional learning experiences are directly connected to content standards, assessed student performance, and professional needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Roosevelt has a reading intervention teacher for K-2nd grades, a reading specialist for 3rd-5th grades, and a bilingual instructional aide to provide support in early literacy. A bilingual paraeducator also provides support to newcomer students in 3rd-5th grades. Teachers utilize district staff development instructional coaches to support their instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level planning time is provided weekly. Where possible prep time is provided to grade levels during the school day.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards, as per district guidelines.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Adherence to recommended instructional minutes for reading/language arts and mathematics are as per district guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule and master schedule flexibility is as per district guidelines to ensure teachers are progressing through content. By the end of the year, students have been exposed to all grade level content standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

RCSD ensures that all students have standards-based instructional materials appropriate to all student groups and follow the Williams Act requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Roosevelt School uses SBE-adopted and standards-aligned instructional materials. Additionally, intervention teachers use evidence-based instructional materials and special education teachers utilize additional evidence-based programs (ie: Zearn, SIPPS, TeachTown) based on student need.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language Development (ELD) instruction is integrated into the curriculum and instruction, and designated ELD is provided to Roosevelt's English learners (ELs) in either small group or whole class. Special education students in one of three Specialized Learning Centers (SLCs) are mainstreamed into general education classes.

Evidence-based educational practices to raise student achievement

Roosevelt adheres to all district expectations for educational practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Roosevelt School community including family, school, and district, offers multiple resources to assist under-achieving students including parent workshops, an annual reading fair, after-school tutoring, and enrichment programs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Roosevelt School has a School Site Council and English Language Advisory Council to assist in the planning, implementation, and evaluation of ConApp funded programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Federal funds provide services in the areas of counseling, intervention/enrichment resources (including technology tools), after-school intervention, Positive Behavior Interventions and Supports (PBIS) education, social emotional learning tools (SEL), family engagement, and data analysis.

Fiscal support (EPC)

Local Parcel Tax and PTA funds supplement state and federal funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC developed the content of the School Plan for Student Achievement. The SPSA is reviewed annually and updated, including proposed expenditures of funds. A schoolsite council is a group of teachers, parents/guardians/community members, other staff (classified), principal or designee, and students (for secondary schools) who work together to complete the school comprehensive needs assessment and develop, approve, implement, monitor, and evaluate a School Plan for Student Achievement (SPSA), including the expenditures specified in the plan. The teachers, parents/guardians/community members, and other staff (classified) shall be elected by their peers. The SSC is a legally required decision-making body for any school receiving Title I, Part A funds and operating a schoolwide program.

Dashboard ATSI/CSI Status

Academic Indicator (ELA&Math)	EL Progress (ELPI)	Chronic Absenteeism Indicator	Suspension Indicator
2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard

ATSI Criteria:
A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

Resource Inequities

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

While Roosevelt demonstrated significant gains according to the 2025 California Dashboard with no red indicators overall, some subgroups are still underperforming compared to others. In the area of

chronic absenteeism, students with disabilities (SwD) are in the orange band, while the school overall is in the yellow band. In the area of English language arts overall the school is in the yellow band, however the following subgroups are in the orange band: English learners (ELs), Hispanic, socioeconomically disadvantaged (SED), and SwD. In the area of math, Roosevelt remains the yellow band overall but SwD are in the orange band. Science test scores for 5th graders are in the orange band overall, however ELs are in the red band.

Both CRLP, foundational phonics, and Illustrative Math were in year 3 implementation in 2025-2026. Language Power, a supplemental ELD curriculum, was in its second full year of implementation in 2025-2026.

To raise English language arts and math scores, with a focus on certain subgroups, Roosevelt will hold PLC meetings focused on ELA and math monthly with cycles of inquiry addressing problems of practice.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

Title and Description of School Goal

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

School Climate
Every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

Metrics: Attendance, chronic absenteeism, suspensions

Identified Need

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

Chronic absenteeism remains a concern, especially among English learners. Family Center supports, SST meetings, attendance events, regular phone calls, attendance competitions, and attendance conferences (SESPs) are all supports that are provided to families with students who are chronically absent or tardy.

Student Enrollment
Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	23-24	24-25	25-26
American Indian or Alaskan Native		0	0
Asian	12	10	6
Black or African American	2	1	1
Decline to state	0	0	
Filipino	2	2	1
Hispanic/Latino	344	277	249
Native Hawaiian or Other Pacific Islander	6	5	2
Two or More Races	18	24	24
White	69	63	59
	453	382	342

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	23-24	24-25	25-26
Kindergarten	43	93	73
Grade 1	54	43	64
Grade 2	76	56	37
Grade3	60	64	52
Grade 4	77	66	56
Grade 5	56	70	60
Grade 8	63		
Total Enrollment	453	382	342

Attendance Rate

Goal: By June 2027, improve Attendance Rate by 2% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
92.3%	94.3%	93.5%	95.5%	94.1%

Chronic Absenteeism

Goal: By June 2027, reduce Chronic Absenteeism Rate by 3% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
26.9%	23.9%	21.8%	18.8%	16.4%

Suspension

Goal: by June 2027, reduce Suspension by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs

Student Group	23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
All students	3.1%	2.6%	0.3%	0.0%	1.7%
Social Economically Disadvantaged	2.7%	2.2%	0.4%	0.0%	2.5%
EL	2.8%	2.3%	0.6%	0.1%	3.0%
Homeless	0.0%	0.0%	0.0%	0.0%	0.0%
African American	N/A	N/A	N/A	N/A	N/A
SWD	4.8%	3.8%	0.0%	0.0%	3.8%
LTEL	N/A	N/A	N/A	N/A	N/A

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Through the student referral system, student data, and family requests, MTSS site coordinator will support the review of individual, small group, and community needs through a weekly Screen Team to determine appropriate supplemental interventions and timelines for progress monitoring. A full-time MTSS teacher on special assignment (district-funded) will drive this work.	Students with academic, attendance, behavior, and/or mental health concerns	None Specified
1.2	MTSS Leadership Team members will use data-based practices to determine school improvement actions.	All students	None Specified
1.3	PBIS committee will meet monthly to review behavior data, create character trait and incentive programs, and review/change schoolwide practices as needed. A strong PBIS team supports in creating a cohesive program that assures students safety and social emotional growth.	All students	None Specified
1.4	PE+ allows for K-5 program to have access to a quality physical fitness program which benefits the whole child.	All students	18,400 Site Improvement Funds
1.5	0.2 FTE music teacher will provide biweekly lessons to all K-5 students	All students	10,600 Site Improvement Funds
1.6	Mental health is critical to student learning. Students at Roosevelt have experienced and continue to experience trauma, anxiety, and stressors that necessitate counseling services. Contracted counselors from One Life provide the	All students	29,965 Title I 9,935

	necessary supports to our students. Additionally, the mental health professionals provide Tier 2 social emotional learning in all classrooms.		Site Improvement Funds
1.7	Teachers and staff are an integral part of the School Site Council. Certificated and classified staff will represent staff interests on the School Site Council and attend monthly meetings. Teachers are also an integral part of the Roosevelt Parent-Teacher Association (PTA), and up to two teachers will represent the teachers at these meetings.	All students	None Specified
1.8	.4 FTE art teacher to provide instruction to all students in visual arts	All students	56,463 Prop. 28
1.9	Field trips and guest speakers provide authentic real-world support to social studies, science, SEL, and core instruction. Scholarships will be available to students in 5th grade to attend Outdoor Ed.	All students	5,593 Site Improvement Funds
1.10	MTSS TOSA will specifically monitor the attendance of all students, with a particular focus on students with disabilities (SwD), who are chronically absent. Attendance improvement events will be held each trimester with parents of all students at high risk of chronic absenteeism and excessive tardies. The importance of regular attendance will be highlighted along with safety net and mental health support provided for families sharing concerns regarding attendance.	All students, SwD	0 None Specified
1.11	Materials purchase for art classes	All students	16,423 Prop. 28
1.12	As a Title 1 school Roosevelt utilizes a "Community School" model to support the whole child and their family. As such, the school requires a 1.0 Community School Coordinator and a Community School Administrative Assistant. Community School Coordinator will partner with and outreach to families to determine topics of interest for trainings/partner programs, and provide information about and facilitate connections to local resources. Specific outreach to families of unduplicated pupils is a priority. Roosevelt does not receive any funding from the state to operate a state Community School program. This is a Title 1 "Community School" program model.	All students	25,000 Title I
1.13	Roosevelt will form a Student Advisory Group with participation from 3rd-5th grade students. This will provide for greater student voice in school events and management.	3rd-5th grade students	None Specified
1.14	Provide mentors to at-risk youth through Friends for Youth, with priority given to SwD and SED students.	5th grade	1,000 Site Improvement Funds

Goals, Strategies, Expenditures and Annual Review

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

Goal 2

Title and Description of School Goal

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

English Learner Progress
Each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.
Increase our reclassification rate to 20%.
Decrease our Long Term English Learner to 10%

Metrics: Reclassification within 5 years of enrollment, summative ELPAC results

Identified Need

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

According to the California dashboard, the English language progress indicator increased 7.8% and moved from the yellow band to the green band. In 2024-25, 49.2% of students progressed at least one level on the ELPAC and 14.3% decreased one or more levels (down 2.5% from the previous year).

2024-2025 Summative ELPAC

Grade Level	Overall Performance Level 24-25							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	5	12	7	3	19%	44%	26%	11%
Grade 1	0	9	4	1	0%	64%	29%	7%
Grade 2	2	11	2	1	13%	69%	13%	6%
Grade 3	12	13	9	0	35%	38%	26%	0%
Grade 4	5	9	12	7	15%	27%	36%	21%
Grade 5	5	8	12	5	17%	27%	40%	17%
All Grades	29	62	46	17	19%	40%	30%	11%

* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

EL Level Growth
Goal: By June 2027, 55% of grade 2-8 EL students will increase at least 1 ELPAC level
Percentage of students who increase at least 1 ELPAC level

23-24	Year 1: 24-25	Year 1: 24-25	Year 2: 25-26

Base year	Expected Outcome	Actual Outcome	Expected Outcome
27.9%	36.9%	38.6%	46.8%

Reclassification
Goal: By June 2027, increase our reclassification rate to 20%.

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
8.0%	12.0%	13.0%	16.5%

* School with RFEP rate above district LCAP goal does not have expected outcome.

Long term English Learner (LTEL)
Goal: By June 2027, decrease our Long Term English Learner to 10%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
N/A	N/A	N/A	N/A

* School with LTEL rate below district LCAP goal does not have expected outcome.
N/A: No LTEL identified

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Grade level meetings to review ELPAC data, with particular attention in 4th and 5th grades to identify those students who are most at risk of becoming Long-term English Learners (LTELs). Create individualized learning plans for potential LTELs.	English Learners (ELs)	None Specified
2.2	Provide interpretation services to families with a home language that is not English for all parent events including but not limited to SSC meetings, trainings/workshops, parent-teacher conferences, Back to School Night, etc.	All Students	1,000 Site Improvement Funds
2.3	Examine Special Education supports for those students who are both English learners and students with Individualized Education Plans (IEPs). IEP goals will include specific supports for ELD intervention for students with disabilities.	English Learners identified SWD	None Specified
2.4	Every English Learner (EL) student will receive daily instruction in designated ELD, aligned with their language levels. Teachers will use supplementary material Language Power to deliver instruction.	English Learners (ELs)	None Specified
2.5	Over 30% of Roosevelt students are English learners. Supplemental ELD resources and materials for students in K-5 will be purchased to support language levels.	English Learners (ELs)	District Funded

Goals, Strategies, Expenditures and Annual Review

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

Goal 3

Title and Description of School Goal

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

ELA and Math Performance
By June of 2026, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
(25-26 Adjustments made to the goal, once approved in June by Board will replace old goal)
By June 2027, RCSD goal is to increase the percentage of students meeting expected annual growth by at least 4 percentage points each year in ELA and Math, as measured by i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Metrics: iReady and CAASPP

Identified Need

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

According to the California dashboard, Roosevelt students are in the yellow band for ELA and in math.

Roosevelt teachers will create cycles of inquiry with consistent PLC work every 6 weeks. There will be additional professional development around reading comprehension and writing.

In 2025-26, Roosevelt will have a literacy coach work directly with teachers to support their instruction. They will meet with the coach bi-weekly and will have the opportunity to co-teach and observe other staff members' lessons.

iReady – Reading – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
51.9%	55.9%	60.3%	64.3%	58.4%

iReady – Reading – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	44	38.6%

Grades	# students tested	% of students on or above level
Grade 1	59	22.0%
Grade 2	34	38.2%
Grade 3	47	44.7%
Grade 4	53	24.5%
Grade 5	58	25.9%
All Grades	295	31.2%

iReady – Math – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in Math

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
40.5%	44.5%	48.3%	52.3%	47.5%

iReady – Math – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	43	19%
Grade 1	59	12%
Grade 2	33	15%
Grade 3	47	6%
Grade 4	53	21%
Grade 5	57	30%
All Grades	292	18%

CAASPP – ELA – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
3.9%	9.3%	13.2%	16.6%

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

CAASPP – English Language Art

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	61	15	25%

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 4	63	24	38%
Grade 5	69	15	22%
All Grades	193	54	28%

CAASPP – Math – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in Math to 16%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
10.2%	12.1%	9.3%	12.7%

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

CAASPP – Math

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	64	16	25%
Grade 4	63	19	30%
Grade 5	72	9	13%
All Grades	199	44	22%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Supplementary intervention/phonics program for 3rd-5th	All students	None Specified
3.2	Teachers and staff will meet with families to discuss progress, needs, and accommodations/modifications based on disabilities identified through special education or 504 plan. Teams will also meet to identify students with special needs as per Child Find. Teachers and staff will meet with families to address concerns around academics, behavior, attendance, and mental health through SST (Student Success Team) meetings. Subs will be provided for teachers attending during their work day, and stipends will be paid to teachers attending after their contracted day.	All students	None Specified
3.3	Reading intervention teacher to provide direct service to small groups of students in addition to coaching classroom teachings in guided reading	Students in K-2	District Funded

	strategies. Target group of SED students to receive supports.		
3.4	Tutoring program to address student needs in ELA and math	All students	District Funded
3.5	0.8 FTE Reading Specialist to provide direct intervention service to small groups of students in reading who are below grade level.	Students in 3rd-5th Grades	111,217 Measure U
3.7	Technology purchase, repair, and replacement will ensure that students have equitable access to core curricula and supplemental materials.	All students	

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$107,867.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$285,596.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$54,965.00

Subtotal of additional federal funds included for this school: $54,965.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Measure U	$111,217.00
None Specified	$0.00
Prop. 28	$72,886.00
Site Improvement Funds	$46,528.00

Subtotal of state or local funds included for this school: $230,631.00

Total of federal, state, and/or local funds for this school: $285,596.00

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
Tina Mercer	Principal
Wendi Brown	Classroom Teacher
Veronica Hernandez-Lobos	Other School Staff
Lydia Pacheco	Classroom Teacher
Jennifer Torres	Classroom Teacher
Martha Rodriguez	Parent or Community Member
Alina Villanueva	Parent or Community Member
Whitney Glockner Black	Parent or Community Member
Isela Garcia	Parent or Community Member
Lucas Arribas-Layton	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership Team

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 February 25, 2026.

Attested:

	Principal, Tina Mercer on February 25, 2026
	SSC Chairperson, Lydia Pacheco on February 25, 2026

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019