School Year: **2023-24**

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 School	41-69005-6044531	October 17, 2023	November 8, 2023

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)

X Schoolwide Program
X Additional Targeted Support and Improvement

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: (1) By June, 2024 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; (2) By June, 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD; and (3) By June, 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

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.

Roosevelt also has specific actions and services targeted at Students with Disabilities and Socioeconomically Disadvantaged students.

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).

A climate survey is administered in the spring. Parents, staff and students participate in the survey. Results indicate that areas of strength are positive student-teacher relationships for our 3rd-5th grade students and cultural awareness, action and diversity, and inclusion for our middle school students. School safety is a growth area for Roosevelt. Areas of strength for our parents were school climate and cultural awareness and action. Family engagement is an area of growth for Roosevelt. These results were shared with our School Site Council, PTA, and staff.

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 (principal and assistant principals) visit classrooms regularly to observe the classroom environment and academic instruction. Observations have led to an identified need for a strong math curriculum in elementary and greater focus on phonics instruction in lower elementary. 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, and Fastbridge.

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

Data from iReady reading and math assessments three times/year (September/December/March) are used to monitor student progress. The SBAC/CAASPP will be given to all students in 3rd-8th 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 specialist for K-2nd grades, a literacy intervention teacher for 3rd-5th grades, and a bilingual instructional aide to provide support in early literacy. A bilingual teacher 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. Half-day data analysis and planning days will be provided each trimester.

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: Barton, SIPPS) 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 programs.

Funding

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

Federal and local 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), assistance for IEP (Individualized Education Plan) and SST (Student Success Team) meetings, 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 School Site Council (SSC) develops the content of the SPSA (EC Section 64001[g][1]). The SSC reviews the SPSA annually and updates as needed, including proposed expenditures of funds allocated to the school through the ConApp and the LCAP (Local Control and Accountability Plan)(EC Section 64001[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data is reviewed monthly to determine student progress and progress towards actions and services.

The members of the SSC represent the composition of school's pupil population. (EC Section 65000[a]) and include the principal, assistant principal, classified personnel, classroom teachers, parents of pupils attending Roosevelt, and other members of the community. The minimum numbers of SSC members at an elementary school is a total of ten(10) (e.g. 1 principal or his/her designee, 1 other school personnel, 3 credentialed teachers, and 5 parent/community members).

Dashboard ATSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator		Suspension Indicator	
2021-2022 Dashboard	2021-2022 Dashboard	2022-2023 Dashboard (projected)	2021-2022 Dashboard	2022-2023 Dashboard (projected)
SWD (Very Low) SED (Low/Very Low)	SWD (Very High) 40.5% SED (Very High) 38.2%	"SWD (Very High) 37.6% Dashboard color: Orange SED (Very High): 32.7% Dashboard color: Yellow"	SWD (High) 4.9% SED (Very High) 6.1%	"SWD (High) 6.3% Dashboard color: Red SED (High) 5.5% Dashboard color: Yellow"

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.

Roosevelt has identified three resource inequities according to the California Dashboard: Chronic Absenteeism, Suspension, and low academic performance for Students with Disabilities and Socioeconomically Disadvantaged Students.

Over the past three years, one of the challenges that has come about due to the pandemic has been students have not attended school on a regular basis. Parents continue to keep their students home when they present COVID symptoms such as congestion, cough, headaches, sore throat, etc. Another factor is transportation for some of our students who live in the school boundaries have difficulty getting to school due to parents not driving and not living within walking distance.

For students with chronic absenteeism, the school created a plan with the MTSS TOSA to address absences. In 2022-23, Roosevelt had a part-time MTSS TOSA to start the year, but their role was shifted to be full-time special education, leaving Roosevelt with limited support for MTSS initiatives. The lack of staffing for the role, meant that there was less resource to address chronic absenteeism. The position is fully staffed for the 2023-24 school year. The school has created a plan where the MTSS TOSA will work closely with the office manager to monitor and track chronic absenteeism for all students, while also focusing on Students with Disabilities and those students who qualify under the McKinney Vento Act (homeless, foster youth, etc.). The MTSS TOSA will hold parent conferences addressing the need for better attendance and determining additional supports to increase attendance. Community School Coordinator will provide bus passes to students who qualify for free or reduced lunch.

Approximately 26% of Roosevelt students in TK-8th grades qualify for special education. In 2022-23, Roosevelt had one and a half education specialist vacancies for much of the year. While substitute teachers provided services, case management was a challenge. Students with Disabilities and Socioeconomically Disadvantaged students have been disproportionally suspended due to dysregulation and inability to cope with their emotions thus leading to outbursts or inappropriate behavior. Mental health and behavioral support is needed for a number of these students. School-based counseling is provided and for Students with Disabilities, the need for educationally related mental health services is assessed. For the 2023-24 school year, Roosevelt School is working with One Life for general education mental health services and Essential School Solutions (ESS) to provide tier 2 and tier 3 mental health support for Students with Disabilities. To further assist in regulating Students with Disabilities and Socioeconomically Disadvantaged students, we are continuing our practice of a calming corner in each classroom, SEL lessons, buddy rooms, and check-ins with administration as needed.

Roosevelt is starting the 2023-24 school year fully staffed with two full-time and one half-time resource education specialists and three specialized learning center (formerly special day class) teachers. With heavy caseloads nearing the limit in resource support, Roosevelt may have need for more case management and service providers as the year progresses. Students with Disabilities are underperforming their general education peers. For reading, resource teachers have been trained in SIPPs and general education teachers are adding CRLP (lower grades) to improve systematic phonics instruction; for math, teachers have been trained in the newly adopted Illustrative Math curriculum that has scaffolding built into its daily lessons.

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

By June of 2024, 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.

Metrics: Enrollment, chronic absenteeism, suspensions

Identified Need

**Student Enrollment
Enrollment By Student Group**

Student Enrollment by Student Groups			
Student Groups	**Number of Students**		
	21-22	**22-23**	**23-24**
American Indian or Alaskan Native		0	0
Asian	12	9	9
Black or African American	5	3	2
Decline to state		2	0
Filipino	6	5	2
Hispanic/Latino	499	416	344
Native Hawaiian or Other Pacific Islander	8	5	6
Two or More Races	25	23	21
White	100	66	69
	655	529	453

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	75	52	67
Grade 1	75	74	54
Grade 2	90	68	76
Grade3	62	77	60
Grade 4	74	59	77
Grade 5	85	68	56
Grade 6	68		0
Grade 7	68	61	0
Grade 8	58	70	63
Total Enrollment	655	529	453

Chronic Absenteeism

Student Groups	2022-2023		Target	
	Count	**Rates**	**2022-23**	**2023-24**
American Indian or Alaskan Native	0			
Asian	*	*		
Black or African American	*	*	35%	
Filipino	*	*		
Declined to State	*	*		
Hispanic or Latino	146	32%	20%	25%
Native Hawaiian or Other Pacific Islander	*	*		
Two or More Races	1	4%		
White	9	13%		
Total	167	29%		

Student Groups	2022-2023		Target	
	Count	**Rates**	**2022-23**	**2023-24**
Kindergarten	22	37%		
Grade 1	27	33%		
Grade 2	19	26%		
Grade 3	20	24%		
Grade 4	18	30%		

	18	25%		
Grade 5	18	25%		
Grade 6	1	100%		
Grade 7	23	34%		
Grade 8	19	24%		
Total	167	29%		20%

Suspension

Student Groups	2022-2023		Target	
	Count	**Rates**	**2022-23**	**2023-24**
American Indian or Alaskan Native	0			
Asian	*	*		
Black or African American	1	33%		
Filipino	*	*		
Declined to State	*	*		
Hispanic or Latino	21	5%		4%
Native Hawaiian or Other Pacific Islander	*	*		
Two or More Races	1	5%		
White	4	6%		
Total	27	5%		

Student Groups	2022-2023		Target	
	Count	**Rates**	**2022-23**	**2023-24**
Kindergarten	0	0%		
Grade 1	0	0%		
Grade 2	0	0%		
Grade 3	0	0%		
Grade 4	1	2%		
Grade 5	6	9%		5%
Grade 7	10	16%		
Grade 8	10	13%		10%
Total	27	5%		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SWD, SED- Students with academic, attendance, behavior, and/or mental health concerns

Strategy/Activity

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. 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. A full-time MTSS teacher on special assignment (district-funded) will drive this work.

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

Amount(s)	Source(s)
2,000	Measure U

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MTSS Leadership Team members will use data-based practices to determine school improvement actions. Stipend will be paid to teachers on the team.

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

Amount(s)	Source(s)
8,500	Measure U

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students- Target group SED and SWD

Strategy/Activity

PBIS committee will meet monthly to review behavior data, create character trait and incentive programs, and review/change schoolwide practices as needed. Stipend will be paid to teachers on the committee. PBIS committee will also attend monthly Santa Clara County Office of Education (SCCOE) training on developing and supporting a strong PBIS model for the short and long term. A strong PBIS team supports in creating a cohesive program that assures students safety and social emotional growth. The plan will address alternatives to suspension for students.

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

Amount(s)	Source(s)
4,500	Measure U

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Given that students are represented along both the gender and sexuality spectrums, students need a safe space to explore and better understand themselves and peers. Stipend will be paid to staff funded by the district to act as mentors and host regular meetings with students and district, and to provide activities/resources for this group. This may include student and parent education and materials.

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

Amount(s)	Source(s)
0	District Funded
250	Site Improvement Funds

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in 5th and 8th Grades

Strategy/Activity

Outdoor Ed (5th grade) and Yosemite (8th grade) are important 5-day 4-night educational field trips that provide supplemental experiential science and social studies learning.

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

Amount(s)	Source(s)
18,237	Title I
7,000	Site Improvement Funds

Strategy/Activity 6
Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A yearbook is a positive reminder for students of their year at Roosevelt. Stipend is for teachers who lead students through the design and production of a yearbook. There is also the need to purchase additional equipment and resources for the yearbook production.

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

Amount(s)	Source(s)
5,000	Site Improvement Funds

Strategy/Activity 7

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

All Students

Strategy/Activity

Teachers and staff are an integral part of the School Site Council. A stipend is paid for certificated staff to 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). A stipend is paid for up to two teachers to represent teachers and staff at the monthly PTA meetings.

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

Amount(s)	Source(s)
3,500	Measure U

Strategy/Activity 8

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

5th and 8th Grade Students

Strategy/Activity

Promotion ceremonies (5th and 8th grades) are an important rite of passage for students. It is important for the community to recognize this important milestone with a promotion ceremony for students and their families.

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

Amount(s)	Source(s)
2,500	Site Improvement Funds

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase of social-emotional learning and conflict resolution materials and resources for all Roosevelt students. Each classroom will also have a calming corner with comfortable seating and appropriate calming tools and resources. This will provide both behavioral and mental health support and create a positive learning environment for all students.

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

Amount(s)	Source(s)
6,500	Measure U

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students at Risk of Chronic Absenteeism and SWD and SED

Strategy/Activity

MTSS TOSA will specifically monitor the attendance of SWD and SED students who are chronically absent. Attendance improvement nights will be held each trimester with parents of all students at high risk of chronic absenteeism, including SWD and SED. The importance of regular attendance will be highlighted along with support provided for families sharing concerns regarding attenadnce. Stipend will be paid to MTSS TOSA for after-hours events.

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

Amount(s)	Source(s)
500	Measure U

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Roosevelt has traditionally hosted a number of family/community events each year that support academics such as Reading Fair, Science Night, Math Festival, etc. Family engagement events also include Coffee with the Principal, parent trainings/workshops for parents of immigrant youth and English Learners around a variety of topics, such as supporting literacy at home, mental health and STEM.

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

Amount(s)	Source(s)
5000	Measure U
2500	Site Improvement Funds

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students K-5

Strategy/Activity

PE+ allows for K-5 program to have access to a quality physical fitness program which benefits the whole child.

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

Amount(s)	Source(s)
25000	Measure U

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students and families feel a greater connection with the school and their child's teachers when they see teachers and staff attending after-hours events. To encourage staff to attend, they will be paid a stipend for their time.

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

Amount(s)	Source(s)

| 2500 | Measure U |

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All Students |

Strategy/Activity

| The majority of teachers at Roosevelt are White, while the majority of students at Roosevelt are students of color. It is important to recognize this disparity and address the inherent inequity that results from this. Recognizing that equity work around the issues of race and color is needed to support all of our students, Roosevelt is partnering with SF-CESS for coaching, mentoring, and professional development in this area. |

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

Amount(s)	Source(s)
40,000	Measure U

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All Students with additional focus on SWD and SED |

Strategy/Activity

| In conjunction with the PBIS team and/or the behaviorist, class and/or grade level incentives will be purchased for students. Specific supports will be put into place for SWD and SED students as needed. Students will have input into the items that will be curated for them. |

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

Amount(s)	Source(s)
1000	Site Improvement Funds

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All Students |

Strategy/Activity

| Additional yard duty beyond district allocation is needed to ensure coverage on the upper and lower campuses during recess and lunch. Yard duty will be needed during events, parent meetings, and parent trainings/workshops. |

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

Amount(s)	Source(s)
5,000	Site Improvement Funds

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff appreciation raises staff morale and creates a more supportive environment for students. Purchase of spirit wear for staff allows them to model school spirit and pride in Roosevelt and staff appreciation events raises morale. Additionally, education has become an increasingly stressful profession. Provision of supports and programs to staff to relieve stress and increase community building are necessary in the current environment.

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

Amount(s)	Source(s)
10000	Measure U

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Roosevelt is a Community School and 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.

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

Amount(s)	Source(s)
25,000	Title I

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

3rd-8th Grade Students

Strategy/Activity

Roosevelt will form a Student Advisory Group with participation from 3rd-8th grade students. This will provide for greater student voice in school events and management. Materials will need to be purchased to support advisory group.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Site Improvement Funds

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

Students in 5th and 8th Grades, with additional focus on SED and SWD

Strategy/Activity

Provide students on-campus access to a high quality drug and alcohol education program through El Centro de Libertad in lieu of suspension for SWD and SED students and provide mentors to at-risk youth through Friends for Youth, with priority given to SWD and SED students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Site Improvement Funds

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Field trips and guest speakers provide authentic real-world support to social studies, science, SEL, and core instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Measure U

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mental health is critical to student learning. Students at Roosevelt have experienced and continue to experience trauma, anxiety, and stressors that necessitate counseling services. A full-time mental health counselor and a team of contracted counselors from One Life provide the necessary supports to our students. Additionally, the mental health professionals provide Tier 2 social emotional learning in all classrooms.

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

Amount(s)	Source(s)
69,360	Site Improvement Funds

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students- SWD and SED

Strategy/Activity

To support students on campus who are struggling with behavior, a 0.4 behaviorist is working with staff and students in all grades to analyze behaviors and provide structures and processes for both general education and students with disabilities and social economically disadvantage students.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

By providing teachers with funding for classroom supplies, they are able to purchase those materials they feel will best impact their instruction. Providing recess equipment and supplies creates a more positive environment for students and provides them with resources for healthy and engaging play.

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

Amount(s)	Source(s)
20,000	Measure U

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Identifying as Female in 3rd-5th Grades

Strategy/Activity

Girls on the Run is a positive mentorship program that provides empowerment to girls or those identifying as such through physical exercise and relationship building. Up to three staff coaches will provide training and mentorship to students in 3rd-5th grade for 3 months leading up to a culminating event. A stipend will be paid to staff coaches who will provide the mentorship after contracted work hours.

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

Amount(s)	Source(s)
5,000	Measure U

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

By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

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

Identified Need

2022-2023 Summative ELPAC

Grade Level	Overall Performance Level 22-23							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	4	7	5	1	24%	41%	29%	6%
Grade 1	12	14	3	0	41%	48%	10%	0%
Grade 2	10	14	10	2	28%	39%	28%	6%
Grade 3	8	16	8	2	24%	47%	24%	6%
Grade 4	8	7	8	1	33%	29%	33%	4%
Grade 5	8	12	7	1	29%	43%	25%	4%
Grade 7	11	3	9	3	42%	12%	35%	12%
Grade 8	5	3	2	1	45%	27%	18%	9%
All Grades	66	76	52	11	32%	37%	25%	5%

* 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

Reclassification

Grade Level	21-22				22-23				23-24
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	32	0	0%		15	0	0%		
Grade 1	32	2	6%		32	2	6%		
Grade 2	32	0	0%		33	0	0%		
Grade 3	23	0	0%		32	4	13%		
Grade 4	31	1	3%		24	2	8%		
Grade 5	41	3	7%		28	2	7%		
Grade 6	29	3	10%		0				
Grade 7	24	3	13%		27	4	15%		

| Grade Level | 21-22 | | | | 22-23 | | | | 23-24 |
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Grade 8	11	2	18%		14	15	100%		
All Grades	255	14	5%	5%	205	29	14%	8%	10%

* 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

Long term English Learner (LTEL)

| Grade Level | 22-23 | | | 2023-2024 |
	# of EL	# of LTEL	% of LTEL	Target for 23-24
Grade 3	32	0	0%	
Grade 4	24	4	17%	
Grade 5	28	21	75%	
Grade 7	27	21	78%	
Grade 8	14	11	79%	50%
All Grades	205	57	28%	

Note: Criteria for Long Term English Learner calculation: student has been an English learner for at least 5 years (grade 3 and up)

EL Level Growth

| Grade Level | Percentage of students who increase at least 1 ELPAC level | |
	21-22	22-23
Grade 2	68%	
Grade 3	52%	23%
Grade 4	50%	17%
Grade 5	44%	11%
Grade 6	23%	
Grade 7	65%	23%
Grade 8	44%	27%
All Grades	51%	13%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners (ELs), SED, SWD

Strategy/Activity

Grade level meetings to review ELPAC data, with particular attention in 4th-8th grades to identify those students who are most at risk of becoming Long-term English Learners (LTELs). Create individualized learning plans for LTELs for SED and SWD with a move towards reclassification prior to student going to high school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	Measure U

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners (ELs)

Strategy/Activity

Bilingual instructional aide to work closely with newcomers in K-2 to provide early communication and literacy strategies in a small group setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners identified SWD

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 4

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

English Learners (ELs) and SED

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 5

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

English Learners (ELs)

Strategy/Activity

Over 30% of Roosevelt students are English learners. Supplemental ELD resources and materials for students in K-8 will be purchased to support language levels.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 6

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

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
2,000	Measure U
2,000	Site Improvement Funds

Strategy/Activity 7

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

English Learners (ELs)

Strategy/Activity

Roosevelt will hold regular English Language Advisory Council (ELAC) meetings and have a representative at the DELAC (District ELAC) for 2023-24. To increase participation, Roosevelt will follow up with personal phone calls and holding meetings at optimal times,

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 8

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

English Learners (ELs)

Strategy/Activity

Roosevelt administration will meet individually with parents of students close to being reclassified to review data, progress, and necessary supports.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 9

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

English Learners (ELs) in 3rd-8th grades

Strategy/Activity

A full-time teacher will provide both push-in and pull-out support for multilingual learners who are newcomers. The support will include both language and cultural support.

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

Amount(s)

0	

Source(s)

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

By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

Metrics: iReady, CAASPP

Identified Need

iReady - Reading
Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	49	45%				
Grade 1	71	30%				
Grade 2	63	40%	40%	69	26%	40%
Grade 3	75	44%	45%	58	28%	45%
Grade 4	56	18%	35%	71	13%	30%
Grade 5	63	16%	20%	56	13%	30%
Grade 7	55	16%	35%			
Grade 8	73	38%	35%	46	4%	20%
All Grades	505	31%		300	17%	

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	185	9%	15%	134	1%	15%
ELL - No	320	44%		166	30%	50%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	73	10%	15%	29	10%	20%
Special Education - No	432	35%		271	18%	30%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
American Indian or Alaskan Native	*	*		0		
Asian	20	50%		12	42%	
Black or African American	*	*		*	*	
Declined to State	*	*		*	*	
Hispanic/Latino	395	23%	30%	235	8%	25%
Native Hawaiian or Other Pacific Islander	*	*		*	*	
White	71	75%		44	59%	

iReady - Mathematics

Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	46	30%				
Grade 1	65	28%		47	6%	
Grade 2	64	34%	30%	68	16%	35%
Grade 3	74	31%	25%	58	9%	30%
Grade 4	58	14%	30%	47	9%	30%
Grade 5	64	13%	20%	56	5%	20%
Grade 7	59	19%	20%			
Grade 8	63	13%	25%	59	7%	20%
All Grades	493	23%		335	9%	

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	187	7%	15%	138	1%	15%
ELL - No	305	32%		197	15%	30%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	71	4%	20%	31	6%	20%
Special Education - No	422	26%		304	9%	30%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
American Indian or Alaskan Native	*	*		0		
Asian	20	60%		13	23%	
Black or African American	*	*		*	*	
Declined to State	*	*		*	*	
Hispanic/Latino	384	14%	25%	258	2%	20%
Native Hawaiian or Other Pacific Islander	*	*		*	*	
White	69	62%	55%	54	37%	

CAASPP-Language Arts
Count and Percentage are based on number of students who met or exceeded standard

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	61	17	28%	77	13	16%	31%	30%
Grade 4	73	18	25%	56	9	16%	31%	26%
Grade 5	84	25	30%	64	13	20%	28%	26%
Grade 6	72	12	17%	1	1	100%		
Grade 7	70	42	60%	61	7	11%	23%	
Grade 8	59	26	44%	68	31	45%	40%	21%
All Grades	419	140	33%	327	74	23%	36%	25%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	147	15	10%	112	4	4%	15%	10%
ELL - No	272	125	46%	216	68	31%		

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	78	4	5%	65	4	6%	8%	12%
SPED - No	341	136	40%	263	68	26%		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	*	*	*	*	*	*		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Black or African American	*	*	*	*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/ Latino	340	100	29%	276	51	18%	32%	24%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	*	*	*	*	*	*		
White	50	29	58%	29	14	48%	60%	52%

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	14	3	21%	*	*	*		50%
Not Homeless	405	137	34%	324	70	22%		

CAASPP-Math

Count and Percentage are based on number of students who met or exceeded standard

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	61	23	38%	79	19	24%	35%	35%
Grade 4	74	20	27%	58	6	10%	40%	34%
Grade 5	85	12	14%	66	3	4%	17%	20%
Grade 6	74	9	12%	1	0	0%		
Grade 7	73	17	23%	63	4	6%	17%	
Grade 8	62	10	16%	70	10	14%	20%	16%
All Grades	429	91	21%	337	42	12%	25%	32%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	157	13	8%	121	3	3%	10%	9%
ELL - No	272	78	29%	216	39	18%		

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	78	3	4%	65	1	2%	8%	8%
SPED - No	351	88	25%	263	41	16%		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/ Latino	349	56	16%	276	24	9%	25%	18%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	*	*	*	*	*	*		
White	51	23	46%	29	11	38%	50%	44%

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	14	3	21%	*	*	*		50%
Not Homeless	415	88	21%	324	41	13%		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and SED

Strategy/Activity

Roosevelt teachers will use multi-level instructional strategies for reading and math. Data shows that our students need acceleration in reading and math. Teachers will give monthly formative assessments and meet to discuss what students know, need to learn and instructional strategies to meet these needs. Roosevelt teachers and staff to be given prep time with a sub to identify and prioritize instructional interventions based on analysis of multiple sources of academic data and for students who are SED.

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

Amount(s)	Source(s)
5,000	Measure U

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities (SWD) and 504 Plans

Strategy/Activity

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. Stipends will be paid to staff to attend meetings after their contracted work hours.

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

Amount(s)	Source(s)
4,000	Measure U

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in K-2 and SED students

Strategy/Activity

Reading specialist to provide direct service to small groups of students in addition to coaching classroom teachings in guided reading strategies. Target group of SED students to receive supports.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in K-3

Strategy/Activity

RCSD will hold in-district professional development for K-4 teachers for RCSD integrated units.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and SED students

Strategy/Activity

Purchase of intervention/enrichment resources (including technology tools). While the district provides some technology tools, there are some intervention/enrichment resources that are preferred by Roosevelt teachers to provide instructional support to students who need additional challenge or greater skill reinforcement with particular focus on SED. Teachers and staff will also create opportunities for students performing above grade level who need additional challenges to increase engagement.

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

Amount(s)	Source(s)
2,500	Measure U

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students- SED, SWD

Strategy/Activity

MTSS tutoring and enrichment during and after-school. Based on iReady data, significant numbers of students are below grade level and need some additional support. Tutoring by classroom teachers will provide small group intervention for those students who need it and are identified SED and SWD. Math tutoring will also be provided to students who need it through CAP and other programs.

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

Amount(s)	Source(s)
40,000	Measure U

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Project Based Learning (PBL) professional development. PBL is about fostering 21st century skills of critical thinking, creativity, collaboration, communication, and research as students become advocates/agents for change in the areas of social studies and science. Teachers require professional development, planning time, and materials purchase to teach PBL effectively. Attendance at summer conferences and further professional development will also be offered to staff.

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

Amount(s)	Source(s)
5,000	Measure U

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in 3rd-5th Grades

Strategy/Activity

0.6 FTE credentialed teacher to provide direct intervention service to small groups of students in reading and writing who are below grade level.

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

Amount(s)	Source(s)
88,000	Title I

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology purchase, repair, and replacement will ensure that students have equitable access to core curricula and supplemental materials.

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

Amount(s)	Source(s)
10,000	Measure U

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with grade level planning time related to new curriculum and district initiatives

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

Amount(s)	Source(s)
5,000	Measure U

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	$447,347.00

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	$131,237.00

Subtotal of additional federal funds included for this school: $131,237.00

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 ($)
District Funded	$0.00
Measure U	$219,000.00
None Specified	$0.00
Site Improvement Funds	$97,110.00

Subtotal of state or local funds included for this school: $316,110.00

Total of federal, state, and/or local funds for this school: $447,347.00

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

2 Other School Staff

6 Parent or Community Members

Name of Members	Role
Tina Mercer	Principal
Shanna Laney	Other School Staff
Montana Miller	Classroom Teacher
Veronica Hernandez-Lobos	Other School Staff
Lydia Pacheco	Classroom Teacher
Kayla Kamlley	Classroom Teacher
Gloria Arteaga	Parent or Community Member
Jennifer Brinkley	Parent or Community Member
Whitney Glockner Black	Parent or Community Member
Harmony Younes	Parent or Community Member
Julie Escudero	Parent or Community Member
Abishek Ashok	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
(signature)	English Learner Advisory Committee
(signature)	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 October 17, 2023.

Attested:

Signature	
(signature)	Principal, Tina Mercer on 10/17/23
(signature)	SSC Chairperson, Gloria Arteaga on 10/17/23

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.

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