

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary School	41-69005-6044531	May 21, 2024	June 5, 2024

Purpose and Description

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

Schoolwide Program

Comprehensive 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, 2025 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, 2025, 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, 2025, 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 each of the following subgroups: English learners, Hispanic, White, 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 twice a year, once in the fall and again in the spring. . Parents, staff and students participate in the survey. Results below are a comparison from Fall 2023 to Spring 2024. These results are shared with our School Site Council, ELAC, and staff.

Student Survey (3rd-5th grade):

School safety 52% up 3%

Teachers respectful towards students 85% up 1%

School engagement 64% down 8%

School climate 53% down 8%

Student Survey (8th grade):

Harm (marijuana use) 74% up 14%

Cultural awareness and action 62% up 1%

School climate 30% down 5%

Diversity and inclusion 58% down 3%

Family Survey

Academic care 83% up 8%

School safety 80% up 4%

Cultural awareness and action 49% down 10%

School climate 82% down 3%

Staff Survey

Staff-leadership relationships 77% up 6%

Staff-family relationships 73% up 12%

School climate 56% down 3%

Cultural awareness and action 49% up 12% (while up, it is still an area of concern)

Students were surveyed about LCAP priorities, and a sampling of their responses are listed here:

Goal 1: tutoring available for all students for reading, math, and social development for students; more hands on learning for STEAM; staff training on respecting students and assemblies for students on respecting one another; interactive learning opportunities like field trips; electives for K-5 students as part of the regular school day; built in brain breaks throughout the school day; teacher aides to help teachers support students during class

Goal 2: offer language classes to all students so they can support EL and newcomer students when they join the school; bilingual student helpers-help welcome newcomer students to school and support them throughout school year; lessons on respect, kindness, and not bullying newcomer students

Goal 3: intensive math and reading support for students who need it; additional support during math; an advanced math class option; digital and paper lessons for math; learning games for reading and math; Buddy Reading Program-older students working with younger students

Students were given a Community School survey in September 2023 about services that matter to them and responses included National/Spirit Days; providing a student service form in Spanish for students; more lunch bunches; more student-led activities

In October 2023, students were surveyed about Mental Health services and responses included different ways to access the Family Center through a mailbox to leave services request . They expressed the need for confidentiality and how to self-advocate.

In February 2024, surveys were conducted of parents, students, and staff regarding prioritizing non-core classes in elementary school, with a particular focus on art, music, STEAM, garden, and library.

Student results in descending order: library, art, music, STEAM, PE

Parent results in descending order: STEAM, music, art, garden

Teacher results in descending order: music, art, STEAM, garden

Students, staff, and parents provided input to the new logo design, with the overwhelming favorite being selected.

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 principal) 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.

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

Data from iReady reading and math assessments two times/year (September and 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 paraeducator also provides support to newcomer students in 3rd-5th grades. Teachers utilize district staff development instructional coaches to support their instruction.

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 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/CSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator	Suspension Indicator
2022-2023 Dashboard	2022-2023 Dashboard	2022-2023 Dashboard
All students: Red (ELA: 78.9 points below standard. Math 96 points below standard)	All students: Orange (29.8%)	All students: Yellow (4.7%)

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 resource inequities according to the California Dashboard in the areas of English Language Progress Index for English learners and low academic performance in CAASPP for students identified as English learners, Hispanic, White, Socioeconomically Disadvantaged students, and Students with Disabilities (ELA only).

The 2023-24 school year saw a shift in focus from being a K-8th grade school to become a TK-5th grade school, while still having 8th grade on campus for one final year. The 8th grade was comprised of more than 40% students with disabilities. Due to the shift in focus, it was challenging to hire teachers for one year. 8th grade had an international math teacher unused to American students and instruction, and an ELA/ELD teacher on a special permit. Roosevelt is starting the 2024-25 school year fully staffed with fully credentialed teachers in TK-5th grades.

Both CRLP, foundational phonics, and Illustrative Math, new K-5 math curriculum, were in year 1 implementation in 2023-24. Both will be Language Power, a supplemental ELD curriculum, was only available for half the year in 2023-24, but will be fully implemented year round starting in 2024-25 school year.

To address low academic performance across all major sub-groups, Roosevelt will receive a literacy and math coach 4 days/week. To address English learner progress, teachers will also be asked to return a day early to receive specific training around ELD. (They will be paid per diem rate.) Additional coaching and professional development will be provided on integrated ELD during the year for 5 full days.

Students with Disabilities are underperforming their general education peers. For reading, resource teachers have been trained in SIPPs.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

Title and Description of School Goal

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

School Climate

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. By June of 2025, 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

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

Suspension data, especially among students with disabilities, indicates a greater need for ongoing support in the areas of restorative justice and PBIS. IEP meetings will be held with Behavior Intervention Plans being implemented as needed for these students.

Chronic absenteeism remains a concern, especially among students with disabilities, students who identify as Hispanic, and socioeconomically disadvantaged students. Roosevelt was in the orange band on the California dashboard for these student groups. Family Center supports, SST meetings, attendance nights, regular phone calls, attendance competitions, and attendance conferences (SESPs) are all supports that will be provided to families with students who are chronically absent or tardy.

Student Enrollment Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	21-22	22-23	23-24
American Indian or Alaskan Native	0	0	0
Asian	12	9	9
Black or African American	5	3	2
Decline to state		2	0
Filipino	6	5	3
Hispanic/Latino	499	416	347
Native Hawaiian or Other Pacific Islander	8	5	6
Two or More Races	25	23	21
White	100	66	69
	655	529	457

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	457

Chronic Absenteeism

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Asian	2	22%		
Black or African American	1	50%		
Filipino	1	33%		
Hispanic or Latino	105	29%	25%	24%
Native Hawaiian or Other Pacific Islander	1	17%		

Two or More Races	3	14%		
White	6	9%		
Total	119	25%		20%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Kindergarten	29	40%		
Grade 1	17	31%		
Grade 2	20	25%		
Grade 3	11	18%		
Grade 4	11	14%		
Grade 5	15	26%		
Total	119	25%	20%	20%

Suspension

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Hispanic or Latino	11	3%	4%	2%
White	1	1%		
Total	12	3%		2%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Grade 3	1	2%		
Grade 5	4	7%	5%	
Grade 8	7	11%	10%	
Total	12	3%		2%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Through the student referral system, student data, and family requests, MTSS site coordinator will support the review of individual, small group, and community needs through a weekly Screen Team to determine appropriate supplemental interventions and timelines for progress monitoring. A full-time MTSS teacher on special assignment (district-funded) will drive this work.	SWD, SED, and students with academic, attendance, behavior, and/or mental health concerns	0 None Specified

1.2	MTSS Leadership Team members will use data-based practices to determine school improvement actions.	All students	0 None Specified
1.3	PBIS committee will meet monthly to review behavior data, create character trait and incentive programs, and review/change schoolwide practices as needed. 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.	All Students- Target group SWD	0 None Specified
1.4	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.	All students	0 District Funded
1.5	0.2 FTE music teacher will provide biweekly lessons to all students	All students	10,600 Measure U
1.6	Mental health is critical to student learning. Students at Roosevelt have experienced and continue to experience trauma, anxiety, and stressors that necessitate counseling services. A full-time mental health counselor and 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.	All students	12,500 Title I
1.7	Teachers and staff are an integral part of the School Site Council. Certificated and classified staff will represent staff interests on the School Site Council and attend monthly meetings. Teachers are also an integral part of the Roosevelt Parent-Teacher Association (PTA), and up to two teachers will represent the teachers at these meetings.	All students	0 None Specified
1.8	Promotion ceremony 5th grade 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.	5th grade students	1,000 Site Improvement Funds
1.10	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 attendance.	All Students at Risk of Chronic Absenteeism and SWD and SED	0 None Specified

1.11	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.	All Students	2000 Title I 2000 Site Improvement Funds
1.12	PE+ allows for K-5 program to have access to a quality physical fitness program which benefits the whole child.	All Students K-5	18,000 Measure U
1.13	0.5 FTE STEAM teacher to provide instruction to all students in the areas of science, technology, engineering, arts, and mathematics. Field trips involving STEAM and the arts will also be supported.	All students	74,219 Prop. 28
1.14	Materials purchase for STEAM classes and the arts	All students	14,177 Prop. 28
1.18	As a Title 1 school Roosevelt utilizes a "Community School" model to support the whole child and their family. As such, the school requires a 1.0 Community School Coordinator and a Community School Administrative Assistant. Community School Coordinator will partner with and outreach to families to determine topics of interest for trainings/partner programs, and provide information about and facilitate connections to local resources. Specific outreach to families of unduplicated pupils is a priority. Roosevelt does not receive any funding from the state to operate a state Community School program. This is a Title 1 "Community School" program model.	All Students	25,000 Title I
1.22	Roosevelt will form a Student Advisory Group with participation from 3rd-5th grade students. This will provide for greater student voice in school events and management.	3rd-5th Grade Students	0 None Specified
1.23	Provide mentors to at-risk youth through Friends for Youth, with priority given to SWD and SED students.	Students in 4th & 5th grades, with additional focus on SED and SWD	0 None Specified
1.25	Field trips and guest speakers provide authentic real-world support to social studies, science, SEL, and core instruction.	All Students	16,000 Title I 5,000 Site Improvement Funds

Goals, Strategies, Expenditures and Annual Review

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

Goal 2

Title and Description of School Goal

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

English Learner Progress

By June of 2025, 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. By June of 2025, 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

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

According to the California dashboard, in 2022, 60.3% of students progressed at least one level on the ELPAC and 9.2% decreased one or more levels. According to district data, 51% progressed at least one level. According to the California dashboard, in 2023, only 25.2% of students progressed at least one level and 34.5% of students decreased. According to district data, only 13% progressed at least one level. Using either set of metrics, students did not progress sufficiently in 2022-23. In December of 2023, the district introduced a supplemental ELD program, Language Power. Our teachers have been using this for 5 months, and full implementation will happen in 2024-25.

Given the high number of newcomer students in 2023-24, a full-time bilingual ELD/newcomer teacher worked with our students in 3rd-8th grades. In the 2024-25 school year, a part-time bilingual instructional aide will support the newcomer students.

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	5	5	1	26.67	33.33	33.33	6.67
Grade 1	12	14	2	0	42.86	50.00	7.14	0.00
Grade 2	10	13	10	2	28.57	37.14	28.57	5.71
Grade 3	8	16	8	2	23.53	47.06	23.53	5.88
Grade 4	8	7	8	1	33.33	29.17	33.33	4.17
Grade 5	8	12	7	1	28.57	42.86	25.00	3.57
Grade 7	11	3	8	3	44.00	12.00	32.00	12.00
Grade 8	*	*	*	*	*	*	*	*
All Grades	66	72	50	11	33.17	36.18	25.13	5.53

* 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	22-23				23-24				24-25
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	15	0	0%		34				
Grade 1	32	2	6%		18	1	6%		
Grade 2	33	0	0%		30	1	3%		
Grade 3	32	4	13%		32	2	6%		
Grade 4	24	2	8%		33	2	6%		
Grade 5	28	2	7%		24	1	4%		
Grade 6	0								
Grade 7	27	4	15%						
Grade 8	14	15	100%		22	3	14%		
All Grades	205	29	14%	8%	193	10	5%	10%	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	23-24			2023-2024	2024-2025
	# of EL	# of LTEL	% of LTEL	Target for 23-24	Target for 24-25
Grade 3	30	1	3%		
Grade 4	30	3	10%		
Grade 5	22	20	91%		
Grade 8	23	16	70%	50%	
All Grades	189	40	21%		10%

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 Level	Percentage of students who increase at least 1 ELPAC level	
	21-22	22-23
Grade 8	44%	27%
All Grades	51%	13%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Grade level meetings to review ELPAC data, with particular attention in 4th and 5th grades to identify those students who are most at risk of becoming Long-term English Learners (LTELs). Create individualized learning plans for potential LTELs.	English Learners (ELs), SED, SWD	0 None Specified
2.2	Bilingual instructional aide to support class size reduction and assist with English learners	English Learners (ELs)	District Funded
2.3	Examine Special Education supports for those students who are both English learners and students with Individualized Education Plans (IEPs). IEP goals will include specific supports for ELD intervention for students with disabilities.	English Learners identified SWD	0 None Specified
2.4	Every English Learner (EL) student will receive daily instruction in designated ELD, aligned with their language levels. Teachers will use supplementary material Language Power to deliver instruction.	English Learners (ELs) and SED	0 None Specified
2.5	Over 30% of Roosevelt students are English learners. Supplemental ELD resources and materials for students in K-5 will be purchased to support language levels.	English Learners (ELs)	0 District Funded
2.6	Provide interpretation services to families with a home language that is not English for all parent events including but not limited to SSC meetings, trainings/workshops, parent-teacher conferences, Back to School Night, etc.	All Students	1,000 Site Improvement Funds
2.8	Partnering with Teacher Created Materials (TCM) for a comprehensive professional development plan integrating administration, support coaches, and classroom teachers, designed to enhance skills and foster growth across the board. Through a combination of professional development and coaching sessions, this approach aims to elevate professional standards and subsequently improve student outcomes for all students with a focus on English learners.	English Learners (ELs)	30,000 Title I Part A: Targeted Assistance Program
2.9	A part-time instructional aide will provide both push-in and pull-out support for multilingual learners who are newcomers. The support will include both language and cultural support.	English Learners (ELs) in 3rd-5th grades	0 District Funded

Goals, Strategies, Expenditures and Annual Review

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

Goal 3

Title and Description of School Goal

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

ELA and Math Performance

By June of 2025, 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. By June of 2025, 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 (eventually CAASPP)

Identified Need

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

According to the California dashboard, Roosevelt students are in the red band for both ELA and math performance the following groups: English learners, Hispanic, and socioeconomically disadvantaged. Students with disabilities are in the orange band for math and the red band for ELA.

Recognizing the need for more consistent instruction in foundational skills and phonics, in 2023-24, Redwood City School District implemented the CRLP in TK-5th grade. Roosevelt supplemented the K-2 instruction with a research-based phonics program in 3rd-5th grades. Roosevelt also had a reading intervention teacher for 3rd-5th grade students. These strategies will continue in 2024-25. In 2022-23, Roosevelt utilized CAP Tutoring during the school day to support students struggling with math. It was successful, and students were able to demonstrate growth on the iReady assessments. In 2023-24, CAP Tutoring worked with students after-school to support math and students did not demonstrate significant growth in the iReady when working with this intervention.

In 2024-25, Roosevelt will have a math and literacy coach work directly with teachers to support their instruction. They will meet with the coach bi-weekly and will have the opportunity to co-teach and observe other staff members' lessons.

iReady - Reading

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

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Kindergarten	40	58%		
Grade 1	50	30%		
Grade 2	74	41%	35%	42%
Grade 3	57	47%	30%	53%
Grade 4	75	17%	30%	35%

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 5	55	13%	20%	25%
Grade 8	61	16%	20%	
All Grades	412	30%		

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	169	13%	15%	15%
ELL - No	243	42%	30%	55%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	87	8%	20%	23%
Special Education - No	325	36%	30%	45%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	12	42%		
Black or African American	2	0%		
Declined to State	1	0%		
Hispanic/Latino	311	21%	20%	25%
Native Hawaiian or Other Pacific Islander	6	17%		
White	63	67%		

iReady - Mathematics

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

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Kindergarten	41	24%		
Grade 1	50	18%		
Grade 2	75	25%	35%	30%
Grade 3	57	28%	30%	32%
Grade 4	74	19%	30%	35%
Grade 5	55	9%	20%	26%
Grade 8	62	6%	20%	
All Grades	414	19%		

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	171	8%	15%	15%
ELL - No	243	26%	30%	33%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	88	6%	20%	13%
Special Education - No	326	22%	30%	29%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	12	67%		
Black or African American	2	0%		
Declined to State	1	0%		
Hispanic/Latino	313	10%	20%	22%
Native Hawaiian or Other Pacific Islander	6	17%		
White	63	43%		

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	23-24 Target %	24-25 Target %
Grade 3	61	17	28%	77	13	16%	30%	25%
Grade 4	73	18	25%	56	9	16%	26%	25%
Grade 5	84	25	30%	64	13	20%	26%	29%
Grade 6	72	12	17%	1	1	100%		
Grade 7	70	42	60%	61	7	11%		
Grade 8	59	26	44%	68	31	45%	21%	
All Grades	419	140	33%	327	74	23%	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	23-24 Target %	24-25 Target %
ELL - Yes	147	15	10%	112	4	4%	10%	11%
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	23-24 Target %	24-25 Target %
SPED - Yes	78	4	5%	65	4	6%	12%	13%
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	23-24 Target %	24-25 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/Latino	340	100	29%	276	51	18%	24%	25%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	*	*	*	*	*	*		
White	50	29	58%	29	14	48%	52%	55%

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	23-24 Target %	24-25 Target %
Yes Homeless	14	3	21%	*	*	*	50%	35%
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	23-24 Target %	24-25 Target %
Grade 3	61	23	38%	79	19	24%	35%	32%
Grade 4	74	20	27%	58	6	10%	34%	35%
Grade 5	85	12	14%	66	3	4%	20%	26%
Grade 6	74	9	12%	1	0	0%		
Grade 7	73	17	23%	63	4	6%		
Grade 8	62	10	16%	70	10	14%	16%	
All Grades	429	91	21%	337	42	12%	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	23-24 Target %	24-25 Target %
ELL - Yes	157	13	8%	121	3	3%	9%	15%
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	23-24 Target %	24-25 Target %
SPED - Yes	78	3	4%	65	1	2%	8%	13%
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	23-24 Target %	24-25 Target %
Asian	*	*	*	*	*	*		
Black or African American	*	*	*	*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/Latino	349	56	16%	276	24	9%	18%	22%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	*	*	*	*	*	*		
White	51	23	46%	29	11	38%	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	23-24 Target %	24-25 Target %
Yes Homeless	14	3	21%	*	*	*	50%	30%
Not Homeless	415	88	21%	324	41	13%		

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Release time/teacher stipends for planning and data analysis to address CSI needs	All students, socioeconomically disadvantaged students,	60000 Title I Part A: Targeted Assistance Program

		Hispanic students, English learners	
3.2	Teachers and staff will meet with families to discuss progress, needs, and accommodations/modifications based on disabilities identified through special education or 504 plan. Teams will also meet to identify students with special needs as per Child Find. Teachers and staff will meet with families to address concerns around academics, behavior, attendance, and mental health through SST (Student Success Team) meetings. Subs will be provided for teachers attending during their work day, and stipends will be paid to teachers attending after their contracted day.	All students, Students with Disabilities (SWD), and students with 504 Plans	3000 Site Improvement Funds
3.3	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.	Students in K-2 and SED students	0 District Funded
3.4	RCSD will hold in-district professional development for K-4 teachers for RCSD integrated units.	Students in K-3	0 District Funded
3.5	Supplementary intervention/phonics program for 3rd-5th	All students and SED students	13,245 Title I
3.6	Per diem pay for teachers for August professional development related to CSI needs	All students, socioeconomically disadvantaged students, Hispanic students, English learners	15000 Title I Part A: Targeted Assistance Program
3.7	Tutoring program to address student needs in ELA and math	All students, socioeconomically disadvantaged students, Hispanic students, English learners	30,000 Title I Part A: Targeted Assistance Program
3.8	0.6 FTE credentialed teacher to provide direct intervention service to small groups of students in reading and writing who are below grade level.	Students in 3rd-5th Grades	83,500 Measure U
3.9	Technology purchase, repair, and replacement will ensure that students have equitable access to core curricula and supplemental materials.	All Students	6,507 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	\$422,748.00

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	\$68,745.00
Title I Part A: Targeted Assistance Program	\$135,000.00

Subtotal of additional federal funds included for this school: \$203,745.00

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	\$118,607.00
None Specified	\$0.00
Prop. 28	\$88,396.00
Site Improvement Funds	\$12,000.00

Subtotal of state or local funds included for this school: \$219,003.00

Total of federal, state, and/or local funds for this school: \$422,748.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tina Mercer	Principal
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

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

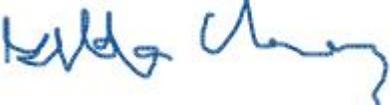
Recommendations and Assurances

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

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

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

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

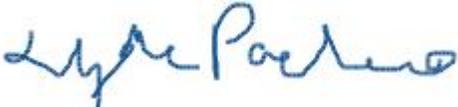
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on May 21, 2024.

Attested:

	Principal, Tina Mercer on 5/21/24
	SSC Chairperson, Lydia Pacheco on 5/21/24