



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

ROOSEVELT ELEMENTARY

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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	39686766042758	Original – 02/22/2018 Revision – 05/21/2019 Revision – 12/12/2019	Original – 04/10/2018 Revision – 06/25/2019

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)

In January 2019, Roosevelt Elementary was identified as a Comprehensive Support and Improvement (CSI) school.

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 Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

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

Roosevelt Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on February 22, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Roosevelt Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about

material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the December 6, 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, Roosevelt Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meetings were held on April 1, 2019, April 2, 2019, April 11, 2019, and April 16, 2019.

In summary, each meeting was focused on dashboard indicators around student achievement, suspensions, chronic absentee, and EL progress. Meetings focused on identifying possible root causes to the indicators. The meetings then transitioned into identifying barriers (the why's), which then worked into identified needs and assurances.

As a result of the stakeholder involvement and data reviews, Roosevelt Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. The Decision Making Model was used to complete the analysis of the data collected through the CNA. Needs, assurances, and monitoring systems were identified.

Resource Inequities

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

Based on feedback through the CSN process: Parents view the school as having too many barriers to volunteer, help in the student's class, or participate in events. Parents would like more communication from the school as a whole. Entire staff does not currently participate in operational decisions as many of the operational decisions are driven by state and district policies as well as Education Code. Operational decisions are currently organized with the school support staff. Roosevelt is currently reviewing a school wide tool and process to strategically identify professional development needs for teachers. Roosevelt's current collaborative structure has been only within the grade level. Roosevelt will be implementing a model for vertical collaboration in 19-20 school year.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA SMART Goal: By June 30 2020, Student achievement in ELA with increase from -90.8 pts from standard to -87.8 points from standard as measured by State test results.

ELD SMART Goal: By June 30 2020, Student achievement on ELPAC will increase from 16% at level four to 26% at level four as measured by EPLAC results.

Math SMART Goal: By June 30 2020, Student achievement in MATH with increase from -120.8 pts from standard to -117.8 points from standard as measured by State test results.

Identified Need

2018 Current ELA 16% or -90.8 from standard

ELA Target -87.8

ELA Gap: 3 pts

2018 EPLAC 16% Level 4 or Higher

EL students currently -102 pts from MATH standard

EL students currently -124.6 pts from ELA standard

EL Population: 38%

2018 MATH 12% or -120.8 from standard

Math Target -117.8

Math Gap: 3pts

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	90.8 points below	87.8 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	120.8 point below	117.8 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide time and support for instructional coach to be able to work directly with teachers in the following areas: Standards based lesson design and delivery, and development of common instructional practices.

Provide time and support for program specialist to work directly with teachers in the following areas: Data cycle and analysis, student intervention based on data, and create formative assessments to inform instructional delivery and student learning.

Additional Hourly Pay:

Teacher (Staff) Pay Calculation for Object Codes 11500, 11700, 19500, etc.

25 of teacher's X 10 hours X \$60 = \$15,000

Academic Conferences will be held to identify specific student needs as well as teacher support needs. Teachers will use SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time to actively participate.

Substitute Pay:

Substitute (Staff) Pay Calculation for Object Codes 11500, 11700, 19500, etc.

Substitutes X 75 days X \$200 = \$15,000

- Bi-weekly/monthly meeting with coach and program specialist.
- How many teachers and grades levels have been given direct pull out support.
- Number of demo lessons given.
- Student achievement data.
- Teacher academic conferences.
- Number of CARE team referrals.
- Number of SST meetings held.

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)
\$73,688 - 19101 (.5 FTE - Program Spec. shared)	LCFF – 23030
\$15,000 - 11500	Title I - 50643
\$15,000 - 11700	Title I - 50643

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

Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM, ELA, and MATH), data analysis, etc.

ELA Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

Math Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

PLC Conference - June 2020 - administrator, program specialist, instructional coach, counselor, and 1 teacher from each life level.

AVID Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

of teachers

of hours

Post PD Surveys

Post PD share debrief in staff meetings.

of conferences/trainings attended

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 - 52150

Title 1 - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide students scheduled time with the bilingual assist to increase reclassification rate. Provide students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students. Bilingual assist will pull out EL students for 20 minutes daily to reinforce ELA and Math basic concepts taught and increase reclassification rates.

Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

- Monthly EL progress meetings with each teacher at every grade level.
- Number of students receiving Bilingual support. Include minutes provided as well as academic support.
- Review master schedule to identify when EL instruction is given.
- Review student achievement data sets

Extended day tutoring (ELAH) provided for EL students for support in homework, additional EL strategies (e.g., Sentence Unpacking) to support in class core curriculum, and newcomers will use Rosetta Stone program in English.

1 of teacher X 3 hours X 14 weeks

Identified Students will be instructed in small groups who are English Learnersa below grade level by the Intervention Teacher

5 days a week for about 25 minutes

Identify and monitor the progress of English Learner students through the appropriate placement, supportive language instruction and resources to increase reclassification.

Ongoing EL professional development focused on enhancing instructional strategies provided at monthly staff meetings.

Walk-throughs are used by administration as a tool to collect observational data.

Instructional Coaches, that are site based, focus on ELA/ELD support. Their roles are to coach the teachers not students and help implement the curriculum. Coach supports teachers by providing instructional support on effective instructional strategies. This includes co-teaching, modeling, lesson design, and using data to provide instruction to help student engagement and gain English proficiency.

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)
\$22,497- 21101	LCFF - 23020
\$2,000 - 43110	Title 1 - 50650

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

Support standards based ELA/ELD and Math instruction with project materials, instructional materials, manipulatives, and appropriate technology. Materials will be used to support differentiated instruction (based on individual student need) and enrichment activities (tiered assignments: challenging and more complex assignments (high-level math problems, more complex vocabulary, more challenging texts, etc.) identified through grade level PLC collaborative process.

Appropriate material to enhance/support ELA and Math instruction will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, computers, document cameras, projectors, color ink, pens, rulers, post it notes, 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)
\$13,000 - 43110	Title I - 50643
\$15,000 - 43200	Title I - 50643
\$7,000 – 44000	Title I - 50643
\$2,000 - 56590	Title I - 50643

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

- 1.1 Coach was able to work with teachers on a daily and scheduled basis for curriculum support, lesson development, co-teaching opportunities, and individual PD.
- 1.2 2 Conference sessions were held during the school year with Principal and Coach.
- 1.3 A) Grade level teachers had the opportunity to attend extra ELD training and then return to school to co-teach with LDO office. Teachers also attended ELD institute. B) Demo lessons were not implemented across all grade levels. C) Teacher attended AVID conference over the summer. Teachers also attended PLTW training over the summer. D) Data analysis took place in academic conferences, conferences, and PD sessions
- 1.4 Supplemental materials are provided to teachers to support instruction. New technology was purchased (chromebooks, printers, doc cams, and laptops) to replace aging or broken technology for classroom instruction. We were also able to repair and replace broken technology.

Effectiveness

- 1.1 Measured by SBAC - School maintained 16% met standards on ELA and grew from 10% to 12% met standards on Math.
- 1.2 The review of student data was helpful for teachers. The conferences help increase teacher capacity to break down student data and review. Twice a year was not enough. The third conference is important to prepare for SBAC. Need to include support providers such as Instructional Coach and Program Specialist. SBAC data does not reflect desired outcome across all grade levels with only 6th and 7th grade showing improvement in ELA and 4th and 6th grade showing improvement in MATH.
- 1.3 Based on our SBAC data the AVID strategies and ELD co-teaching opportunities have helped maintain and/or increase number of students meeting standard. Data analysis needs to be more specific and effective to address specific grade levels and areas of need based on SBAC results. Post PD survey and Post PD staff share outs were not implemented.
- 1.4 All material purchased has been used for instructional purposes. Based on SBAC data we were able to increase number of students meeting standards in ELA and maintain number of students meeting standards in MATH.

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

Material Changes

- 1.1 Increase in new teachers requires more instructional coaching.

- 1.2 Was not able to fully implement the three conferences. Also need to hold follow up conferences when staff is absent.
- 1.3 New teachers were brought on board for the school year, which requires extra PD and training. PLTW and AVID has been a new focus for the school.
- 1.4 Technology was purchased to update and replace aging or broken technology in the classroom.

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

Future Changes

- 1.1 Coaching will be more strategic and differentiated among grade levels and teachers. Full time coach will remain part of the School plan to improve instruction delivery and increase student achievement.
- 1.2 Three conference will be held. Will include Instructional coach and program specialist.
- 1.3 PD will need to be more strategic based on grade level data. Strategies implemented will need additional data collection to find out what is working and how it is benefiting student achievement. Budget will need to increase due to projected new teacher hires. Conference opportunities will be reviewed for professional growth.
- 1.4 Aging and broken technology will continue to need replacement and repair. Supplemental instructional materials for teachers will be needed to support curriculum due to UOS requirements for teacher created resources. Budget may need to increase.

Goal 2 – School Climate

Suspension SMART Goal: By June 30 2020, Student suspensions will decrease from 12.1% to 11.1% as measured by California Data Dashboard.

Absentee SMART Goal: By June 30 2020, Student chronic absentee rate will decrease from 22.8% to 19.8% as measured by California Data Dashboard.

Identified Need

Current Suspensions: 12.1%

Target 11.1%

Gap: 1%

Three Highest Groups:

Foster Youth 36%

White 25%

AA – 22%

Current Chronic Absentee: 22.8%

Target: 19.8%

Gap: 3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	12.1%	11.1%
Chronic Absenteeism	22.8%	19.8%

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 Specific Subgroups:

Foster Youth

White

African American

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS program, counseling, and structured student engagement activities.

Consultant to support structured student activities focused on peer to peer communication/interaction skills, social and emotional learning, safe and supportive school culture, and restorative practices.

Develop and implement a clear and consistent Multi-Tiered System of Support (MTSS). Provide teacher professional development on developing positive classroom culture. Create during and after school activities that students and parents can participate together.

CHAMPS Workshops - June 2020 - administrator, program specialist, instructional coach, and 1 teacher from each life level.

Substitute Pay:

Substitute (Staff) Pay Calculation

Substitutes X 25 days X \$200 = \$5000

Additional Hourly Pay:

Teacher (Staff) Pay Calculation

25 of teachers X 2 hours X \$60 = \$3094

PBIS progress

of students attending school

of students attending on time

of discipline referrals

of students suspended

- # of student referrals
- # of student suspensions related to no instructional time.
- # of intervention groups held
- # of CARE team meetings
- Types of intervention offered
- # PLUS Meetings
- # of teacher professional developments held

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)
\$6,933 – 43110	LCFF – 23034
\$18,000 – 58320	Title I – 50671
\$10,000 – 52150	Title I – 50671
\$5,000 – 11700	LCFF – 23034
\$3,094 – 11500	Title I – 50671

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

1.1 A) AP and counselor were able to implement PBIS and PLUS activities on campus to address student attendance, behavior, engagement, and social emotional issues.

Effectiveness

1.1 Students had access to multiple sources of intervention. PBIS system was put into place and PLUS started.

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

Material Changes

1.1 AP was officially full time.

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

Future Changes

1.1 Possible changes in budget may affect the staffing. Counselor position will need to be reviewed.

Goal 3 – Meaningful Partnerships

Absentee SMART Goal: By June 30 2020, Student chronic absentee rate will decrease from 22.8% to 19.8% as measured by California Data Dashboard.

Identified Need

Current Chronic Absentee: 22.8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	22.8%	19.8%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent liaison will increase outreach to parents to identify barriers and supports to increase student attendance. Parent meetings will be held to provide strategies to families on effective ways to increase student attendance. Roosevelt will provide classified staff at their hourly rate to provide support for parents to participate in scheduled parent meetings.

of meetings/events coordinated

of parents attending

of students served

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)
\$400 - (Classified Additional Hourly)	Title I - 50647
\$1,578 – 43400	Title I - 50647
\$400 - 57150	Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

1.1 Was not fully implemented due to staffing changes. Parent Liaison does hold coffee hour every Tuesday morning and schedules workshops and classes for parents. Parent Liaison is also instrumental in helping sign up volunteers.

Effectiveness

1.1 Parent involvement increased while parent liaison position was filled. When position was not filled, parent involvement struggles.

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

Material Changes

1.1 Staffing changed during year. Inconsistent.

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

Future Changes

1.1 Full implementation will increase with consistent staffing.

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	\$122,472
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$230,590

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	\$122,472

Subtotal of additional federal funds included for this school: \$122,472

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

State or Local Programs	Allocation (\$)
LCFF	\$108,118

Subtotal of state or local funds included for this school: \$108,118

Total of federal, state, and/or local funds for this school: \$230,590