



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary	39686766042758	10/17/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Roosevelt's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFE funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a voice in what Roosevelt's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- October 19, 2023
- January 18, 2024
- February 15, 2024
- March 14, 2024
- May 21, 2024
- September 26, 2024
- October 17, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting on September 5, 2023
- Title 1 Parent Meeting this year on August 15, 2024
- Monthly Coffee Hour on September 25, 2024
- English Language Advisory Committee on May 1, 2024
- English Language Advisory Committee on September 12, 2024
- English Language Advisory Committee on October 2, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on March 5, 2024
- Leadership Meeting on March 6, 2024
- Faculty Meeting on April 2, 2024
- Leadership Meeting on April 23, 2024
- Faculty Meeting on September 3, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Roosevelt, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	108.1 points below standard (red)	131.3 points below standard	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	5.9% suspended at least one day (orange)	X	X	N/A

Students with Disabilities	149.6 points below standard	200.6 points below standard (orange)	7.2% suspended at least one day (orange)	X	N/A	N/A
American Indian/Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

Roosevelt Elementary is implementing a Additional Targeted Support and Improvement Program. The purpose of this plan is to improve student group performance through the utilization of federal resources and maximize the impact of federal investments supporting underserved students in accordance with ESSA.

English Language Learners (ELLs) often face significant resource inequities in English Language Arts (ELA) instruction. These inequities can significantly impact student achievement such as:

1. Lack of Qualified Teachers:

- **Insufficient Training:** Many teachers, especially in underfunded districts, may lack specialized training in teaching ELLs. This can lead to ineffective instructional strategies and a lack of understanding of ELLs' unique needs.
- **Limited Bilingual Teachers:** The shortage of bilingual teachers can hinder ELLs' ability to connect with the material and develop language skills effectively.

2. Inadequate Instructional Materials:

- **Language-Inaccessible Texts:** Textbooks and other instructional materials may be too complex or culturally insensitive for ELLs, making it difficult for them to understand and engage with the content.
- **Lack of Culturally Relevant Resources:** Materials that do not reflect the diverse experiences and backgrounds of ELLs can lead to disengagement and a sense of exclusion.

3. Insufficient Support Services:

- **Limited Access to ESL Classes:** In some schools, ELLs may have limited access to specialized English language classes, leaving them struggling to develop the necessary language skills.
- **Lack of Individualized Attention:** ELLs may not receive the individualized attention and support they need to succeed, especially in larger class sizes.

4. Assessment Bias:

- **Culturally Biased Assessments:** Assessments may not account for the cultural and linguistic backgrounds of ELLs, leading to inaccurate assessments of their abilities.
- **Lack of Alternative Assessments:** Traditional assessments may not be appropriate for ELLs, who may struggle to demonstrate their understanding in a standardized format.

These resource inequities can have a significant negative impact on ELLs' academic achievement in ELA. When ELLs do not have access to qualified teachers, appropriate instructional materials, and adequate support services, they are at a disadvantage compared to their native English-speaking peers. This can lead to:

- **Lower Academic Performance:** ELLs may struggle to achieve grade-level standards in ELA due to the challenges they face in understanding and using English.
- **Increased Dropout Rates:** Students who feel frustrated or overwhelmed by their academic struggles may be more likely to drop out of school.
- **Limited Future Opportunities:** Poor academic performance in ELA can limit ELLs' future educational and career opportunities.

To address these inequities and improve outcomes for ELLs, schools and districts must prioritize investing in high-quality teaching, culturally relevant instructional materials, and adequate support services. By providing ELLs with the resources they need to succeed, we can help them achieve their full potential.

English Language Learners (ELLs) often face significant resource inequities in mathematics instruction, which can negatively impact their academic achievement. These inequities can manifest in several ways:

1. Lack of Culturally Responsive Materials:

- **Unfamiliar Contexts:** Math problems may be set in cultural contexts that are unfamiliar to ELLs, making it difficult for them to relate to and understand the concepts.
- **Stereotypical Representations:** Materials may contain stereotypical representations that can be harmful and alienating for ELLs.

2. Insufficient Language Support:

- **Limited Vocabulary:** ELLs may struggle with the specialized vocabulary used in Math instruction.
- **Lack of Bilingual Support:** Without bilingual resources or support, ELLs may find it difficult to comprehend mathematical concepts and instructions.

3. Inadequate Teacher Preparation:

- **Limited Training:** Teachers may not have adequate training in teaching Math to ELLs, leading to ineffective instruction.

- **Lack of Cultural Awareness:** Teachers may not be aware of the cultural backgrounds and experiences of their ELL students, which can hinder their ability to connect with them.

4. Insufficient Access to Technology:

- **Digital Divide:** ELLs may have limited access to technology, such as computers and tablets, which can be essential for Math instruction and practice.
- **Language Barriers:** Technology may not be available in languages that ELLs understand, further limiting its effectiveness.

These resource inequities can have a significant impact on the academic achievement of ELLs in Math. Some of the potential negative consequences include:

- **Lower Test Scores:** ELLs may struggle to achieve the same test scores as their English-speaking peers due to the challenges they face in understanding and applying mathematical concepts.
- **Increased Dropout Rates:** Frustration with Math can lead to a loss of motivation and a higher likelihood of dropping out of school.
- **Limited Career Opportunities:** A lack of proficiency in Math can limit future career options for ELLs.

To address these inequities, it is essential to provide ELLs with culturally responsive materials, adequate language support, well-prepared teachers, and access to technology. By doing so, we can help ensure that all students have the opportunity to succeed in Math.

Foster youth often face significant resource inequities in ELA and Math education, which can significantly impact their academic achievement. These inequities arise from a variety of factors:

1. Frequent School Transfers:

- **Disrupted Learning:** Frequent moves between schools can interrupt students' Math education, making it difficult to build on prior knowledge and maintain consistent learning progress.
- **Lack of Continuity:** New schools may have different curricula, teaching methods, and expectations, further hindering learning.

2. Limited Access to Quality Instruction:

- **Underqualified Teachers:** Foster youth may be placed in schools with underqualified Math teachers, leading to suboptimal instruction.
- **Insufficient Resources:** Schools serving foster youth may have limited resources for Math instruction, such as textbooks, technology, and manipulatives.

3. Lack of Supportive Home Environments:

- **Instability and Stress:** Foster youth often experience instability and stress due to frequent placements, which can negatively impact their ability to focus on schoolwork.
- **Limited Academic Support:** Foster caregivers may not have the time, resources, or knowledge to provide adequate academic support at

home, especially in Math.

4. Emotional and Behavioral Challenges:

- **Trauma and Anxiety:** Many foster youth experience trauma and anxiety due to their past experiences, which can interfere with their ability to learn and perform well in Math.
- **Lack of Support Services:** Schools may not have sufficient resources to address the emotional and behavioral needs of foster youth, which can further hinder their academic progress.

5. Lack of Stability and Support:

- **Unstable Living Situations:** Frequent changes in foster placements can create instability and stress, making it difficult for students to focus on their studies.
- **Lack of Parental Involvement:** Foster youth often lack the consistent support and guidance that parents can provide, which can negatively impact their academic motivation and achievement.

Resource Inequities in Absenteeism and Suspension Rates:

- **Lack of Supports to Address Behavioral Challenges:** Students with disabilities may exhibit behaviors that can lead to absenteeism or suspension. Without appropriate supports, such as behavioral therapy, counseling, or social-emotional learning programs, these issues can persist and negatively impact their academic performance.
- **Overrepresentation in Punitive Disciplinary Systems:** Students with disabilities are often disproportionately represented in punitive disciplinary systems, such as suspensions and expulsions. This can lead to a cycle of missed instruction, negative school experiences, and reduced academic achievement.
- **Inadequate Accommodations:** Students with disabilities may require accommodations to address their unique needs and prevent behavioral issues. For example, providing frequent breaks or flexible seating arrangements can help students stay focused and avoid disruptive behavior.

Impact on Student Achievement:

These resource inequities can have a significant impact on the academic achievement of foster youth in ELA and Math. They may struggle with:

- **Reading Comprehension:** Limited access to books and reading materials can hinder students' ability to develop strong reading comprehension skills.
- **Writing Skills:** Lack of opportunities to write and receive feedback can impede the development of effective writing skills.
- **Vocabulary Development:** Insufficient exposure to new vocabulary can limit students' ability to express themselves clearly and

effectively.

- **Academic Motivation:** The challenges and uncertainties faced by foster youth can lead to a decline in academic motivation and engagement.

Addressing these resource inequities requires a comprehensive approach that involves providing foster youth with stable living arrangements, access to educational resources, and appropriate support services. By ensuring that foster youth have the resources and support they need to succeed, schools and communities can help to bridge the achievement gap and improve the educational outcomes of these vulnerable students.

Homeless youth often face significant resource inequities within the educational system, which can directly contribute to higher suspension rates and negatively impact their academic achievement. These inequities include:

- **Lack of Stable Housing:** Constant moves and unstable living situations can disrupt a student's education, making it difficult to maintain focus and consistency.
- **Limited Access to Resources:** Homeless students may not have access to essential school supplies, technology, or after-school programs that can support their learning.
- **Increased Stress and Trauma:** The experience of homelessness can lead to high levels of stress and trauma, which can make it challenging for students to regulate their emotions and behavior.
- **Discrimination and Stigma:** Homeless students often face discrimination and stigma, which can contribute to feelings of isolation, low self-esteem, and behavioral problems.
- **Lack of Adequate Support Services:** Schools may not have sufficient resources or personnel to address the unique needs of homeless students, such as counseling, tutoring, or transportation.

Impact on Student Achievement:

Higher suspension rates for homeless youth can have a detrimental impact on their academic achievement:

- **Lost Instructional Time:** Suspensions result in missed instructional days, which can lead to academic gaps and difficulties in keeping up with coursework.
- **Negative School Climate:** Frequent suspensions can contribute to a negative school climate, making it difficult for homeless students to feel safe, supported, and engaged in their learning.
- **Increased Risk of Dropping Out:** Students who are frequently suspended are more likely to drop out of school, limiting their future educational and career opportunities.

To address these inequities and improve outcomes for homeless youth, schools and communities need to provide:

- **Stable Housing:** Efforts to increase access to affordable housing can help reduce the instability in homeless students' lives.
- **Comprehensive Support Services:** Schools should provide a range of support services, including counseling, tutoring, and after-school programs, to address the unique needs of homeless students.
- **Positive School Climate:** Creating a welcoming and supportive school climate can help homeless students feel more connected and engaged in their education.
- **Advocacy and Awareness:** Raising awareness about the challenges faced by homeless youth and advocating for policies that support their educational success can help to address these inequities.

By addressing these resource inequities and providing targeted support, schools can help to improve the academic outcomes of homeless youth and ensure that they have the opportunity to reach their full potential.

Students with disabilities often face significant resource inequities in education, particularly in areas like English Language Arts (ELA), Mathematics, absenteeism, and suspension rates. These inequities can have a profound impact on their academic achievement.

Resource Inequities in ELA and Math

- **Insufficient Specialized Instruction:** Students with disabilities often require tailored teaching methods and strategies to address their unique learning needs. However, a lack of specialized teachers, resources, and Individualized Education Plans (IEPs) can hinder their progress in ELA and math.
- **Limited Access to Technology:** Assistive technology, such as speech-to-text software or screen readers, can be crucial for students with disabilities to access educational materials and participate fully in class. Unfortunately, many schools may not have sufficient funding to provide these tools.
- **Inadequate Professional Development:** Teachers may not receive adequate training to effectively support students with disabilities in ELA and Math, leading to gaps in their instruction and a lack of understanding of how to address specific learning challenges.

Resource Inequities in Absenteeism and Suspension Rates:

- **Lack of Supports to Address Behavioral Challenges:** Students with disabilities may exhibit behaviors that can lead to absenteeism or suspension. Without appropriate supports, such as behavioral therapy, counseling, or social-emotional learning programs, these issues can persist and negatively impact their academic performance.
- **Overrepresentation in Punitive Disciplinary Systems:** Students with disabilities are often disproportionately represented in punitive disciplinary systems, such as suspensions and expulsions. This can lead to a cycle of missed instruction, negative school experiences, and reduced academic achievement.

- **Inadequate Accommodations:** Students with disabilities may require accommodations to address their unique needs and prevent behavioral issues. For example, providing frequent breaks or flexible seating arrangements can help students stay focused and avoid disruptive behavior.

Impact on Student Achievement:

These resource inequities can have a significant impact on the academic achievement of students with disabilities in ELA, Math, and other subjects. When students do not have access to the specialized instruction, support services, and accommodations they need, they are at a disadvantage compared to their peers. This can lead to lower grades, increased dropout rates, and reduced opportunities for future success.

To address these inequities, schools and districts must prioritize the needs of students with disabilities, invest in specialized resources and supports, and ensure that all students have equal access to a high-quality education.

American Indian/Alaskan Native (AI/AN) students often face significant resource inequities in education, particularly in English Language Arts (ELA), Mathematics, absenteeism, and suspension rates. These inequities can have a profound impact on their academic achievement.

Resource Inequities:

- **Underfunded Schools:** Schools serving AI/AN communities often receive less funding than schools in other areas, leading to limited resources for teachers, technology, and programs.
- **Lack of Culturally Relevant Curriculum:** Many curricula do not adequately represent AI/AN history, culture, and experiences, which can disengage students and hinder their academic performance.
- **Limited Access to Technology:** AI/AN students may have limited access to computers, the internet, and other educational technologies, which can put them at a disadvantage in a digital age.
- **Inadequate Teacher Preparation:** Teachers may lack the necessary training and understanding of AI/AN culture and history to effectively meet their students' needs.
- **Geographic Isolation:** Schools in rural areas, where many AI/AN communities are located, may have limited access to resources and specialized services.

Impact on Student Achievement:

- **Higher Absenteeism:** Lack of access to resources, cultural relevance, and supportive environments can contribute to higher absenteeism rates among AI/AN students.
- **Increased Suspension Rates:** Students who feel disconnected from their school environment may be more likely to engage in disruptive behavior, leading to suspensions and other disciplinary actions.

- **Lower Academic Performance:** These inequities can result in lower academic achievement in ELA and Mathematics, as students may struggle to engage with the curriculum and develop the necessary skills.
- **Negative Mental Health Outcomes:** The cumulative impact of these inequities can contribute to negative mental health outcomes, such as depression and anxiety, which can further hinder academic performance.

Addressing these resource inequities is crucial for improving the academic achievement of AI/AN students. This can be achieved through increased funding for schools serving AI/AN communities, the development of culturally relevant curricula, improved access to technology, targeted teacher training, and increased support for students in rural areas. By addressing these issues, we can help ensure that AI/AN students have the opportunity to succeed in school and achieve their full potential.

African American students often face significant resource inequities in education, particularly in areas like English Language Arts (ELA), Mathematics, absenteeism, and suspension rates. These disparities can have a profound impact on their academic achievement and overall well-being.

Here are some common resource inequities and their potential consequences:

1. Funding Disparities:

- **Underfunded Schools:** Schools in predominantly Black neighborhoods often receive less funding than schools in more affluent, predominantly white areas.
- **Limited Resources:** This can lead to insufficient textbooks, outdated technology, and a lack of necessary instructional materials.
- **Impact:** Students in underfunded schools may have fewer opportunities to engage in hands-on learning, access quality resources, or receive individualized attention.

2. Teacher Quality and Diversity:

- **Lack of Qualified Teachers:** Schools serving predominantly Black students may have difficulty attracting and retaining qualified teachers, especially in subjects like ELA and mathematics.
- **Cultural Incompetence:** Teachers who are not culturally sensitive may struggle to connect with and effectively teach African American students.
- **Impact:** Students may benefit from having teachers who understand their cultural background and can provide culturally relevant instruction.

3. School Climate and Discipline:

- **Disproportionate Discipline:** African American students are often disproportionately suspended and expelled, which can disrupt their education and negatively impact their mental health.
- **Hostile School Environment:** A negative school climate can make it difficult for students to feel safe, engaged, and motivated to learn.

- Impact: Students who feel unsafe or unsupported are less likely to achieve academic success.

4. Access to Advanced Placement (AP) and Honors Courses:

- Limited Opportunities: African American students may have fewer opportunities to enroll in AP or honors courses, which can limit their access to challenging coursework and college preparation.
- Impact: Students who do not have access to rigorous coursework may be at a disadvantage when applying to colleges and universities.

5. Lack of Supportive Services:

- Counseling and Guidance: Schools serving predominantly Black students may have limited access to counseling and guidance services.
- Tutoring and After-School Programs: These programs can provide additional support for students who are struggling academically.
- Impact: Students who do not have access to these services may be more likely to fall behind in school.

Addressing these resource inequities requires a multifaceted approach, including increased funding for schools in underserved communities, efforts to recruit and retain qualified teachers, reforms to school discipline policies, and increased access to supportive services. By addressing these issues, we can help to create more equitable educational opportunities for all students.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	93.7 points below standard (red)	124.3 points below standard (red)	3.8% suspended at least one day (orange)			
Foster Youth						
English Learner	108.1 points below standard (red)	131.3 points below standard (red)		38.3% chronically absent (orange)		
Long Term English Learner						
Homeless Youth			5.9% suspended at least one day (orange)	48.4% chronically absent (orange)		
Socioeconomically Disadvantaged	92.5 points below standard (red)	124.6 points below standard (red)	3.1% suspended at least one day (orange)			
Student with Disabilities	149.6 points below standard (orange)	200.6 points below standard (orange)	7.2% suspended at least one day (orange)	50.7% chronically absent (orange)		
African American			6.1% suspended at least one day (red)			
American Indian/Alaskan Native						
Asian						

Filipino						
Hispanic	90.6 points below standard		3.4% suspended at least one day (orange)			
Two or More Races						
Pacific Islander/ Native Hawaiian						
White						

Several major gaps were observed between student groups on the CA Dashboard Indicators for Roosevelt School.

Trend data was also reviewed year over year which resulted in observing that Roosevelt Elementary School has potential inequities in the area of instruction in CORE subjects such as ELA and Math. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified students with disabilities and English Language Learners as an area of focus for this 2024-2025 school year due to those subgroups being at least two or more grade levels below as measured in the I-Ready Diagnostic and several points away from standard as measured in the CAASPP. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

1. Data-Driven Instruction

- Assess Regularly: Use a variety of assessments to identify students' strengths and weaknesses.
- Analyze Data: Use data to inform instruction and identify areas needing more support.
- Differentiate Instruction: Tailor instruction to meet the needs of individual students.

2. Professional Development

- Targeted Training: Provide teachers with training on effective Math teaching strategies.
- Collaborative Learning: Encourage teachers to collaborate and share best practices.
- Coaching and Mentoring: Offer support and guidance to teachers in need.

3. Enhanced Curriculum

- Alignment: Ensure the curriculum aligns with standards and student needs.
- Rigor and Relevance: Make Math instruction rigorous and relevant to students' lives.
- Use of Technology: Integrate technology to enhance learning and engagement.

4. Positive Math Culture

- Growth Mindset: Promote a growth mindset where students believe they can improve with effort.
- Math Celebrations: Celebrate Math achievements to boost student confidence.

- Math Competitions and Clubs: Offer extracurricular opportunities to foster interest.

5. Targeted Interventions

- Small group instruction: Provide additional support to students who need it.
- Math Intervention Programs: Implement evidence-based programs to address specific learning gaps.
- Tutoring: Offer tutoring services to students who require extra help.

6. Parent Involvement

- Communication: Keep parents informed about their child's progress and provide resources.
- Parent Workshops: Offer workshops on how to support Math learning at home.
- Parent-Teacher Conferences: Schedule regular conferences to discuss student progress.

7. School Leadership

- Vision and Support: Provide clear leadership and support for Math improvement.
- Resource Allocation: Ensure adequate resources are allocated to Math instruction.
- Accountability: Hold teachers and administrators accountable for student success.

By implementing these strategies, schools can create a positive and supportive environment for Math learning and improve student outcomes.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	Goal 1: ELA/ELD/Math ELA By May 2025, per the i-Ready Diagnostic 3 results, the total number of students performing 2 or more grade levels below will decrease by 19 (15%). Math By May 2025, per the i-Ready Diagnostic 3 results, the total number of students performing 2 or more grade levels below will decrease by 18 (15%). ELD By the end of the year, the number of students who reclassify will be 6 students as measured by ELPAC assessments.

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.

Roosevelt Elementary has identified that there is a lack of access to further professional development and collaboration.

Achievement gaps still exist with the African American population.

At Roosevelt Elementary, we have identified the lack of continuous focused professional development in the areas of English Language Arts. Based on i-Ready Diagnostic data, 46% of the highest grouping of students in Tier 2 and below. This would indicate students are at least 1 or more grade levels below.

Achievement gaps still exist with the African American population.

Students need more opportunities to participate in more hands-on STEAM activities and career exploration to develop career relevant skills.

Current data and referrals are showing that students are displaying poor social emotional behaviors in and out of the classroom.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing 2 or more grade levels below in ELA and Math. Number of students reclassified .	136 students performing 2 or more grade levels below in ELA. 116 students performing 2 or more grade levels below in Math. 15 of 127 students have been reclassified in ELD	117 students 2 or more grade levels below in ELA. 98 students 2 or more grade levels below in Math. 15 of 127 students reclassified in ELD.
ELPAC	22% of EL students are currently designated Level 3 or 4	15% (15 Students) of EL students will increase ELPAC scores to achieve Level 3 or 4

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student Science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>All Students are provided with hands-on experiential learning opportunities to supplement core instruction through Science and Social Studies trips and STEM activities. All students will participate in hands-on experiential learning opportunity outside of school grounds.</p> <p>Field Trips: K-2 opportunities for students may include student fees: Fog Willow Farms in the fall where they will learn about the life cycle of various plants and animals. Museum in Lodi to practice STEM lessons. Other Science and /or Social Studies related places which might become available for students.</p> <p>3rd-7th opportunities for students may include: Exploratorium and San Jose Tech in the spring where students can experience Science through hands-on experiences and observations. Sutter's Fort where students can experience life during the gold rush. Valley Days in conjunction with San Joaquin historical society where students become a part of colonial life. Lawrence Livermore Labs</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$10,000</p> <p>\$3,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>

	<p>to participate in science experiments with real scientists and observe what real scientists and labs look like. Other Science and /or Social Studies related places which might become available for students.</p> <p>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 have the opportunity to attend the district's one-week Summer Bridge program. Transitional Kindergarteners students will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: Field Trip Transportation \$10,000 Pupil Fees: \$3,000</p>			
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

<p>1.1.4</p>	<p>Bilingual Instructional Support</p> <p>The Bilingual Assistant (District Funded) will conduct small group instruction for students who need strategic support in the area of ELA/Math. Bilingual Assistants will work collaboratively with teachers to identify areas of need to support EL students.</p> <p>English Learner Progress: Students receive targeted instruction through small group and one-in-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Newcomers are provided Rosetta Stone support in after school tutoring. Staff conducts monitoring and observation of ELD instruction to verify implementation of the board adopted curriculum with integrity and fidelity. Teachers will collaborate to implement strategies from PD to integrate ELD in Core content and prepare effective lessons and resources for English Language Development Instruction.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>1.1.5</p>	<p>English Learner Professional Development</p> <p>Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, Foster Youth, English Learners, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.6	<p>English Learner Programs and Supports</p> <p>EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the Coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>ELD teachers provide small group 30 minutes designated ELD instruction. Students receive targeted instruction through small group and one-on-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Students are encouraged to ask for support in concepts from the academic school day. EL students are provided Rosetta Stone support after school. Staff conducts monitoring and observation of ELD instruction to verify implementation of the curriculum for designated ELD and will implement the Board adopted curriculum with integrity and fidelity.</p> <p>Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, white boards, printer toner, chart paper, tape, sentence strips, compositions books, flashcards, construction papers, etc. ****General supplies are unallowable using State & Federal Funds. ****</p> <p>Duplicating will provide resources that will help support small group activities.</p> <p>Metrics for Progress Monitoring: i-Ready data, CORE Literacy Screeners, Fluency Rates, Percentage of students engaged with and utilizing instructional technology</p> <p>Title I Funding Allocation: Instructional Materials/Supplies: \$2,000 Duplicating: \$1,000</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,000 \$2,000	3010 - Title I 3010 - Title I
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1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to supplement core instructions, such as co-teach, demo lessons in the classroom, off-site conferences and on-site workshops (e.g. SIPPS, PLC, AVID, ELA, and MATH), data analysis, etc.</p> <p>During grade level PLCs / Leadership/Guiding Coalition Meetings / Collaboration Meetings, teams will meet to discuss and share best practices/ strategies, develop lessons/ unit plans, plan for performance tasks (PT) and common assessments (CA), and conduct data analysis and student work samples. Through these meetings, teachers will conduct a deep analysis of student data, monitor student learning, and reflect on the Math data (SMART Goals, Common Assessments, etc.) to ensure students are progressing towards the grade-level standards. Small groups and intervention activities are planned during grade-level team meetings (No Cost). Teachers will have additional pay compensation for attending meetings.</p> <p>-Differentiation strategies will be demonstrated and supported to build classroom capacity serving EL needs.</p> <p>Academic Conferences to provide time and support for Instructional Coach and Administrator to work directly with teachers in the following areas: Data cycle and analysis, student intervention based on data.</p> <p>School Counselor provide class and small group lessons to support Social/ Emotional Learning strategies for self-regulation, organizational skills and time management to assist with academic achievement.</p> <p>Title I Funding Allocation: Substitute Teachers: \$2,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development & Academic Support: Teacher Additional Compensation: \$4,000</p>	All Students, Foster Youth, Students with Disabilities, Low Income, English Learners	\$2,000 \$4,000	3010 - Title I 0100 - LCFF/S&C (site)
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>PLC Conference - To improve instructional practices and implementation of resources to improve student achievement and school culture and climate.</p> <p>Roosevelt will continue participation with Solution Tree Consulting for development of Professional Learning Community to improve school climate, refine instructional practices, and collaborate effectively.</p> <p>Conferencing, Leadership, and PLC collaboration on-site and off-site: Staff (counselor, instructional coach, teachers, and administration)</p> <p>Title I Funding Allocation: Consultants: \$15,000 Substitute Teachers: \$2,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$15,000</p> <p>\$2,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
<p>1.1.10</p>	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>[\$[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Preschool Transition to Kindergarten</p> <p>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 have the opportunity to attend the district's one-week Summer Bridge program. Transitional Kindergarten students will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
1.1.12	<p>Acceleration of Learning</p> <p>Funding has been allocated to purchase license and fees for software and /or online resources. Each teacher will be able to use the following program to enhance Math instruction and comprehension: XtraMath. XtraMath is an online math fact fluency program that helps students develop quick recall and automaticity of basic math facts. Students with a strong foundation have greater confidence and success learning more advanced math like fractions and algebra.</p> <p>Math intervention program to support students in grades 1-3 to help build foundational math skills, fluency and comprehension.</p> <p>Title I Funding Allocation: License Agreement: \$500</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$500	3010 - Title I

1.1.13	<p>Literacy and Library Supports</p> <p>Library Media Assist (0.325 Centralized Funding, 0.625 Site Funded) In addition to district provided (3.5 hours) Library Media Clerk will provide students with opportunities to increase reading proficiency through small group and individual instruction supporting practices that promote literacy skills and foundation. (\$2,675)</p> <p>(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)</p> <p>Funding has been allocated to purchase license and fees for software and /or online resources to support literacy. Each teacher will be able to use the following program to enhance literacy instruction and comprehension: Accelerated Reader. Accelerated Reader Program Accelerated Reader motivates students to read more through engaging quizzes, goal setting, and personalized recommendations. As students increase their reading volume, they develop greater reading stamina, word recognition, and language comprehension skills.</p> <p>These programs support the Benchmark Advance ELA. SIPPS intervention to support students in Grades 4-6 to strengthen reading foundational skills.</p> <p>Reading intervention program to support students in grades 1-3 to help build foundational reading skills, fluency and comprehension.</p> <p>Title I Funding Allocation: Accelerated Reader License: \$6,000 License Agreement: \$3,000</p> <p>LCAP 1.13 Literacy and Library Supports: Library Media Assistant Salary & Benefits (0.0625): \$2,675</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,675</p> <p>\$3,000</p> <p>\$6,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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<p>1.1.14</p>	<p>Advancement Via Individual Determination (AVID)</p> <p>Roosevelt will seek participation in additional conferences, such as AVID, focused on improving quality of instruction and increasing student achievement.</p> <p>AVID training on and off site - substitute required.</p> <p>AVID showcase days, Literacy Nights and Steam nights include activities that sometimes require non-instructional materials that may include, but are not limited to items like staplers, tape, glue, portable PA system. Non-Instructional supplies to support district adopted curriculum in ELA, Science and Math and state/district testing.</p> <p>Teachers will use a variety of supplementary material equipment, applicable supplemental instructional material may include: paper, pencils, pencil pouches, erases, colored pencils, printer toner, technology items, chart paper, tape, sentence strips, colored pencils, electric staplers index cards, graph paper, glue sticks, crayons, dry erasers, card stock, 2 pocket folders, composition books, agenda planners, printer ink, and printers for teachers to print students' work, poster maker, laminator for letter covering and anchor charts to support lessons, manila folders, masking tape, 3 hole puncher for students' data binders. AVID implementation of AVID instructional strategies. ****General supplies are unallowable using State & Federal funds.****</p> <p>6th-8th opportunities may include: Delta College, UOP, Health Careers Academy, Pacific Law within the district. These field trips can take place in the winter and spring.</p> <p>Provide students opportunities to:</p> <ul style="list-style-type: none"> *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 have the opportunity to attend the district's one-week Summer Bridge program. Transitional Kindergarteners students will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. <p>Title I Funding Allocation: Conferences/ Workshops: \$32,000 Substitute Teachers: \$600 Instructional Materials: \$10,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$10,000 \$32,000 \$3,000 \$600</p>	<p>3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I</p>
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	LCAP 1.14 Advancement Via Individual Determination (AVID): Non-Instructional Materials: \$3,000			
1.1.15	Recapturing Learning Loss Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$Enter amount here]	[Specify the funding source(s)]
1.1.16	Outdoor Education/Science Camp 5th grade students will be attending Science Camp at Sky Mountain. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	[\$Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

The coach provided PD to the staff on how to support reading from I-Ready testing during staff meeting. Designed intervention time was built into the master schedule to support ELA and Math using small group instruction daily. The Bilingual Assist supported students by pulling them and giving class support. Whole group instruction was done using Tier 1 intervention, which gave the students support with social emotional learning, research-based programs such as Reading A-Z to support reading. Flocabulary was another program that was purchased and implemented to support targeted learning skills. The Coach met with the

Administrators to review data weekly from I-Ready pathways. Grade level common assessments were analyzed every six weeks. Monthly grade level meeting was held to examine data and the progress of the students. The Counselors provided classes with group lessons to support Social/Emotional Learning strategies. Teachers provided after school tutoring and ELD tutoring to increase academic achievement to students who were not meeting grade-level standards.

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

On the I-Ready diagnostic 2, Roosevelt saw a decrease at all grade levels in reading one-two below, one grade level, and early and met grade level. This contributed to the effectiveness of the designee intervention time, which was built into the schedule. The monthly meeting allowed us to examine the data and give teachers' feedback. No strong evidence on how effective the after-school tutoring. Program Specialist was not hired due to the shortage of teachers to assist with teachers. Due to COVID, substitute for the teachers to work with the coach on data and interventions was not allowed because of teacher shortage.

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.

Track data from classroom intervention groups and hire a Program Specialist to help support teachers and students. PD on implementation of Tier 2 and Tier 3 intervention and ELD support Reduce the about to teachers for after school tutoring to 3

Goal 2.1

Goal #	Description
Goal 2.1	Suspensions By May 2025, suspensions will be reduced by 10% (141 Days of suspension/36 suspensions) Chronic Absentee Smart Goal: By May 2025, the chronic absentee rate for all students will decrease from 41.32% to 31% as measured by district Chronic Absentee Report.

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.

Roosevelt Elementary has identified that there is a lack of access to further professional development and collaboration.

Achievement gaps still exist with the African American population.

At Roosevelt Elementary, we have identified the lack of continuous focused professional development in the areas of English Language Arts. Based on i-Ready Diagnostic data, 46% of the highest grouping of students in Tier 2 and below. This would indicate students are at least 1 or more grade levels below.

Achievement gaps still exist with the African American population.

Current data and referrals are showing that students are displaying poor social emotional behaviors in and out of the classroom.

Roosevelt Elementary needs to decrease suspensions school wide.

PBIS practices, Community Circles, and Restorative Practices not taking place at the classroom level in all classrooms.

PBIS procedures are not consistently practiced by all staff members.

Roosevelt Elementary's parent stakeholders have expressed they are not confident in the schools ability to protect all students safely.

Roosevelt Elementary's parent stakeholders have expressed they are not confident in the schools ability to protect all students safely due to a lack of training of support staff.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	5%	10.0%
ChronicAbsenteeism	41.32%	31%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.</p> <p>Provide students with social and emotional support that positively impact student learning by coordinating programs such as PBIS, PLUS, school wide assemblies, structured lunch and recess and counselor led classroom presentation.</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>PBIS and restorative practices conference for Counselor, Administrators, and teachers to support students and extend resources to teachers in supporting students social and emotional well-being. Conferences/Webinar: District Funded</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Classified Additional Compensation: \$150.00</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$150	0100 - LCFF/S&C (site)

2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

<p>2.1.11</p>	<p>Student Attendance and Truancy</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.12</p>	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.13</p>	<p>Mental Health Resources and Supports for Students</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide</p> <p>Check-in with students Counselors provide monthly/weekly social emotional learning lessons, enrichments, and activities in the classroom and during recess. Conflict Management Program and Restorative Circles led by Counselor to frame conversations so that students benefit from learning to express themselves while learning based on students' data. RTI. PBIS, and CARE meetings. Incentives will be provided to students such as school wide assemblies, PLUS forums, antibullying programs, guest speakers and prizes, such as certificates, pencils, or other items to be distributed when students have good attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.14</p>	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Develop and implement a clear and consistent expectations of school rules. Provide training to all staff members.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: PBIS Training Counselor Additional Compensation: 2,000 PBIS Supplies/Materials: \$2,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,000</p> <p>\$2,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>
<p>2.1.15</p>	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>[\$[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.16</p>	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Principal and Assistant Principal to attend IEPs, SSTs, CARE meetings for students. Implement PBIS and MTSS programs for structured student engagement to reduce suspension rate. In an effort to foster a positive school climate and culture. All stakeholders (Administrators, Counselors/ Mental Clinician, Teachers/Staff Members, and Parents) will collaborate and come up with strategies to decrease chronic absenteeism and improve attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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2.1.17	<p>Additional School Site Support</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Instructional Coaches: Instructional Coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum.</p> <p>A full time Instructional Coach (District Funded) will support classroom efforts to close the achievement gap in reading and comprehension. The Coach will work with teachers to set up classroom systems, interventions, and supports to further differentiate instruction and support students with grade level reading deficits. Instructional Coaches will:</p> <ul style="list-style-type: none"> - Work with teachers focus on cultural competency in teaching practice. - Regular data analysis in I-Ready, Running Records, and oral language will be reviewed at grade level with PLCs with teachers, focusing on intervention strategies for marginalized populations. -Provide professional development at Faculty Learning as needed for individual teachers and/or grade level within the professional learning community. -Works with individual teachers/grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: Instructional Coach Additional Compensation: \$1,720</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,720	3010 - Title I
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2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.20	<p>Instructional Technology</p> <p>Teachers will use various equipment such as the laminator, copier, poster maker. This equipment will support students' projects and publication needs.</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.</p> <p>Equipment to implement supplemental programs such as laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and instructional ancillary devices, etc.</p> <p>Teachers will use various equipment such as laminator, copier, and poster make. Maintenance agreement ensures the equipment is available and usable when need.</p> <p>Title I Funding Allocation: Non-Capital Equipment: \$21,518 Maintenance Agreement: \$10,000</p> <p>LCAP 2.20 Instructional Technology: Non-Capital Equipment: \$8,040</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$9,000 \$8,040 \$21,518	3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I
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2.1.21	<p>Instruction and Teacher Staffing</p> <p>Provide students with opportunities to increase reading proficiency through small group and individual instruction supporting practices that promote literacy skills.</p> <p>MTSS Model will be utilized with research-based curriculum & effective instruction:</p> <p>Tier 2 - Small Targeted Instruction Groups in ELA/Math (Classroom Teacher). Tier 3 - Small Group Instruction (Teacher, Program Specialist and/or Bilingual Assistant) in ELA/Math.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

The Counselors provided class presentation using the Second Step program to address the social and emotional needs of the students in the classrooms to help the students build a positive relationship with their classmates. There were clear and consistent expectations of school rules. The Counselor did social emotional check-ins with the students. At this time of the year, we have suspended about eight students compared to the previous years before COVID. We contributed this to our constant reminder of our school's expectation and social emotional lessons.

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

The Second Step curriculum facilitated positive conversations with the students. Some of the students met with the Mental Health Clinician for support. Students were recognized for their attendance, citizenship during the academic trimester award assemblies. Restorative practices were used when the Counselors met with the students to deal with their issues. Eliminate the consultant to support structured activities at lunch/recess. Funds for teacher training on restorative practices.

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.

The implementation of more PBIS activities on campus and teacher training on restorative practices.

Goal 3.1

Goal #	Description
Goal 3.1	By the end of the school year, 2025, Roosevelt Elementary School will have identified personal passions or talents and developed a plan to further explore and nurture them by creating a personal interest inventory to identify student strengths and areas of enjoyment. Research potential career paths related to student passions. Provide professional development for staff to relate to student interests.

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.

Achievement gaps still exist with the African American population.

At Roosevelt Elementary, we have identified the lack of continuous focused professional development in the areas of English Language Arts. Based on i-Ready Diagnostic data, 46% of the highest grouping of students in Tier 2 and below. This would indicate students are at least 1 or more grade levels below.

Achievement gaps still exist with the African American population.

Students need more opportunities to participate in more hands-on STEAM activities and career exploration to develop career relevant skills.

Current data and referrals are showing that students are displaying poor social emotional behaviors in and out of the classroom.

Roosevelt Elementary needs to decrease suspensions school wide.

PBIS practices, Community Circles, and Restorative Practices not taking place at the classroom level in all classrooms.

PBIS procedures are not consistently practiced by all staff members.

Roosevelt Elementary's parent stakeholders have expressed they are not confident in the schools ability to protect all students safely.

Roosevelt Elementary's parent stakeholders have expressed they are not confident in the schools ability to protect all students safely due to a lack of training of support staff.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Activity calendar Professional Development participation	50% participation rate	80% participation rate

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\${Enter amount here}	[Specify the funding source(s)]
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]

<p>3.1.4</p>	<p>Expanded Learning and Enrichment Opportunities</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>After school learning program: The activities will focus on academics with engaging activities. Science Technology Arts/Cultures and Mathematics (STEAM) and STEM sports enrichment activities (students develop leadership, creative problem-solving and critical thinking skills through sports-inspired lessons that will spark a passion for lifelong learning and a path to their future careers) to promote student efficacy for a positive school culture.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

The Counselor went into grades K-3, implemented the Second Step Program to help students learn social and emotional skills, and gave support to increase attendance and decrease behavior. Students were given rewards and incentives for improved behavior and attendance. PLUS team was run by the Counselor and teacher. The Administrator Team with Counselors had CARE, Student Study Team, 504 Plan, and attendance meeting. Students were recognized for their attendance and academic at the award assemblies. Parent Liaison provided outreach services to the parent through Zoom. Because of COVID, parents could not meet on campus.

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

None

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.

Increase parent involvement and provide training to the parent on ways to increase student attendance and academic achievement. Increase parents' participation in ELAC and SSC.

Goal 4.1

Goal #	Description
Goal 4.1	School Goal for Meaningful Partnerships: (Must be a SMART Goal) During the 2024-2025 school year, Roosevelt will maintain an 80% participation rate in academic conferences and other school event as measured by sign in sheets at each event.

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.

We need to continue to grow our parent stakeholders.

Based on parent feedback, there is a lack of communication with parents.

We would like more of our teachers to participate in family activity nights. Administrators will put together an events calendar for the year so all dates will be known in advance.

PBIS practices, Community Circles, and Restorative Practices not taking place at the classroom level in all classrooms.

PBIS procedures are not consistently practiced by all staff members.

Roosevelt Elementary's parent stakeholders have expressed they are not confident in the schools ability to protect all students safely.

Roosevelt Elementary's parent stakeholders have expressed they are not confident in the schools ability to protect all students safely due to a lack of training of support staff.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Conference Sign in Sheets	80%	Average based on sign in sheets

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)

<p>4.1.1</p>	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Engaging Educational Partners</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>Parent meetings will be held to provide strategies to families on effective ways to increase student attendance, academic achievement, and social-emotional well-being, assist parent with support, resources, and multiple opportunities that empower them to be engaged in their child's learning, offer parent information and training opportunities at Parent Coffee Hour presentations, English Language.</p> <p>Parent training materials such as chart paper, markers, pencils, and papers to support parents' engagement activities while using various strategies such as gallery walks. Acquisition of books to provide parents with current strategies around positive parenting, ELA, Math strategies to support their children at home. These materials will be used during Coffee hours and training sessions to provide visuals and hands-on activities for our parents arranged by Parent Liaison.</p> <p>Roosevelt will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.</p> <p>Family Night Events</p> <p>For Math and Science Family Nights: Engage families in our NGSS and common core standards in the areas of Math and Science. These include science experiments, Automation and Robotics, Star Lab, and other STEAM activities to our Roosevelt families.</p> <p>Academic Parent Conferences. With Teacher collaboration, teachers will meet with parents of students at least twice a year at the end of Trimester 1 and Trimester 2 to discuss academic progress, goals, and other social emotional supports teachers can provide students.</p> <p>Title I Funding Allocation: Meeting Supplies: \$700 Title 1 Parent Non-Instructional Supplies: \$500 Title 1 Parent Non-Instructional Materials: \$500 Title 1 Parent Allocation for Substitute Teachers for release time for Parent Conferences Substitute Pay Calculation: \$2,600</p>	<p>All Students, Students with Disabilities, Low Income, Foster Youth, English Learners</p>	<p>\$2,600</p> <p>\$1,700</p>	<p>3010 - Title I</p> <p>3010 - Title I - Parent</p>
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	LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.			
4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Parent Liaison (1.0 FTE Centralized Funded)</p> <p>Increase Community Engagement and Empowerment Parent Liaison will increase outreach to parents to identify barriers and support to increase student attendance.</p> <p>Parent Liaison (.4563 FTE) to engage community in school activities and offer support for parents and families of Roosevelt Community. Parent Liaison as a split between Title I and S&C different action to be funded by the district.</p> <p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Advisory Committee meetings (ELAC) School Site Council, and college career readiness activities.</p> <p>Title I Funding Allocation: Meeting Expenses: \$782 Title 1 Parent Parent Liaison Salary & Benefits (.4563 FTE): \$50,233</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$782 \$50,233	3010 - Title I - Parent 3010 - Title I
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Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
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Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	By June 30th, 2027, SUSD will reduce the achievement gap between all students and African American/Black students from -132.9 points from the standard to -120 points in ELA and -168.9 points from the standard to -150 points in Math.

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.

Roosevelt Elementary has identified that there is a lack of access to further professional development and collaboration.

Achievement gaps still exist with the African American population.

At Roosevelt Elementary, we have identified the lack of continuous focused professional development in the areas of English Language Arts. Based on i-Ready Diagnostic data, 46% of the highest grouping of students in Tier 2 and below. This would indicate students are at least 1 or more grade levels below.

Achievement gaps still exist with the African American population.

Students need more opportunities to participate in more hands-on STEAM activities and career exploration to develop career relevant skills.

Current data and referrals are showing that students are displaying poor social emotional behaviors in and out of the classroom.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Data CASSPP Data California School Dashboard	-139.2 from the standard in ELA -168.9 from the standard in Math	Student sub group will gain 12.9 points in ELA Student Sub Group will gain 18.9 points in Math.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Curriculum Review and Modification: Ensure that curriculum is culturally relevant, inclusive, and challenging for all students.</p> <p>Teacher Training and Professional Development: Provide teachers with training on culturally responsive pedagogy, implicit bias, and effective strategies for supporting diverse learners. Staff will participate in two different equity/Culturally Responsive Teaching and Learning cadres the District is providing.</p> <p>Mentorship Programs: Establish mentorship programs that pair African American/Black students with successful role models.</p> <p>Community Partnerships: Collaborate with community organizations to provide additional support and resources for students.</p> <p>Data-Driven Decision Making: Regularly analyze student data to identify areas of need and adjust interventions accordingly.</p> <p>Equity Audits: Conduct regular equity audits to assess school practices and policies for potential biases or disparities. District provided.</p> <p>Student Voice and Engagement: Prioritize student input and involve students in decision-making processes.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth	\${Enter amount here}	[Specify the funding source(s)]
6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]

6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
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6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Culturally Responsive Unit Development:</p> <p>Curriculum Alignment: Administration, Coach, and Staff will ensure that units are aligned with both state standards and the specific needs of the student population. Infuse culturally relevant content, examples, and perspectives throughout the curriculum. Along with curriculum Roosevelt will collaborate with local community organizations to provide authentic learning experiences and resources. In order to build a robust program, teacher training will provide teachers with professional development on culturally responsive teaching practices. (Dr. Hollie, SUSD Equity inventory).</p> <p>Individual Student Needs Assessment:</p> <p>Roosevelt teachers will utilize a variety of assessment tools, including standardized tests, teacher observations, and student self-assessments to analyze assessment data. This will identify individual student strengths, weaknesses, and learning styles. This will also allow teachers to personalize learning and develop individualized learning plans based on assessment results and student needs. By differentiating instruction teachers are able to employ instructional strategies to meet the diverse needs of students.</p> <p>Curriculum & Pedagogy:</p> <p>Roosevelt teachers will foster critical thinking and problem-solving skills through inquiry-based learning approaches. While integrating technology students will utilize technology tools to enhance learning and engagement. This in turn will promote teamwork and communication skills through collaborative learning activities. Teachers will be able to employ formative assessment strategies to monitor student progress and adjust instruction accordingly.</p> <p>Implementation Strategies:</p> <p>Roosevelt teachers will provide ongoing professional development opportunities to support their implementation of the strategy. This will foster collaboration among teachers, administrators, and support staff to ensure a cohesive approach. By being data driven teachers will use data to inform decision-making and refine the strategy over time. Teachers will also regularly evaluate the effectiveness of the strategy and gather feedback from students, teachers, and parents.</p>	Foster Youth, Students with Disabilities, Low Income	\$3,000	3010 - Title I
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	<p>In order to facilitate this strategy students will have the opportunity to be exposed to literature in our school library which consists of a collection to ensure the library has a wide range of books featuring African American characters, authors, and themes.</p> <p>Title I Funding Allocation: Books & References: \$3,000</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>			
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$164,653.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$199,518.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$162,171.00
3010 - Title I - Parent	\$2,482.00

Subtotal of additional federal funds included for this school: \$164,653.00

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 (\$)
0100 - LCFF/S&C (site)	\$34,865.00

Subtotal of state or local funds included for this school: \$34,865.00

Total of federal, state, and/or local funds for this school: \$199,518.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

Date of Meeting

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

English Learner Advisory Committee

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Attested:

Typed Name of School Principal

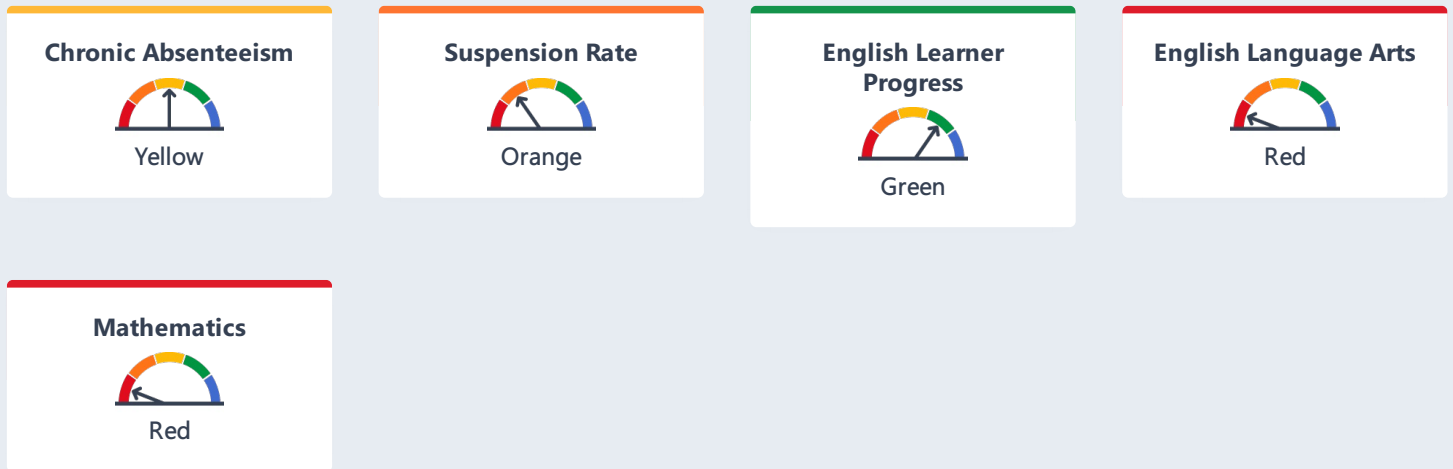
Robert Semillo

Signature of School Principal

Date

Roosevelt Elementary

Explore the performance of Roosevelt Elementary under California's Accountability System.



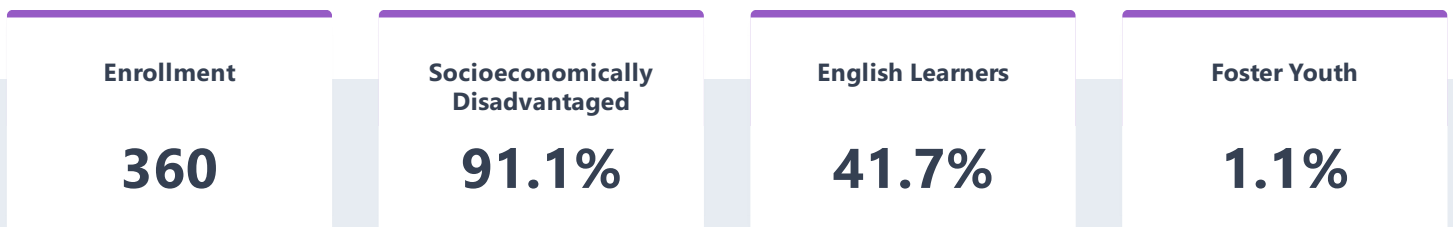
School Details

NAME Roosevelt Elementary	ADDRESS 776 South Broadway Avenue Stockton, CA 95205-6616	WEBSITE N/A	GRADES SERVED K-8
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

ROOSEVELT ELEMENTARY

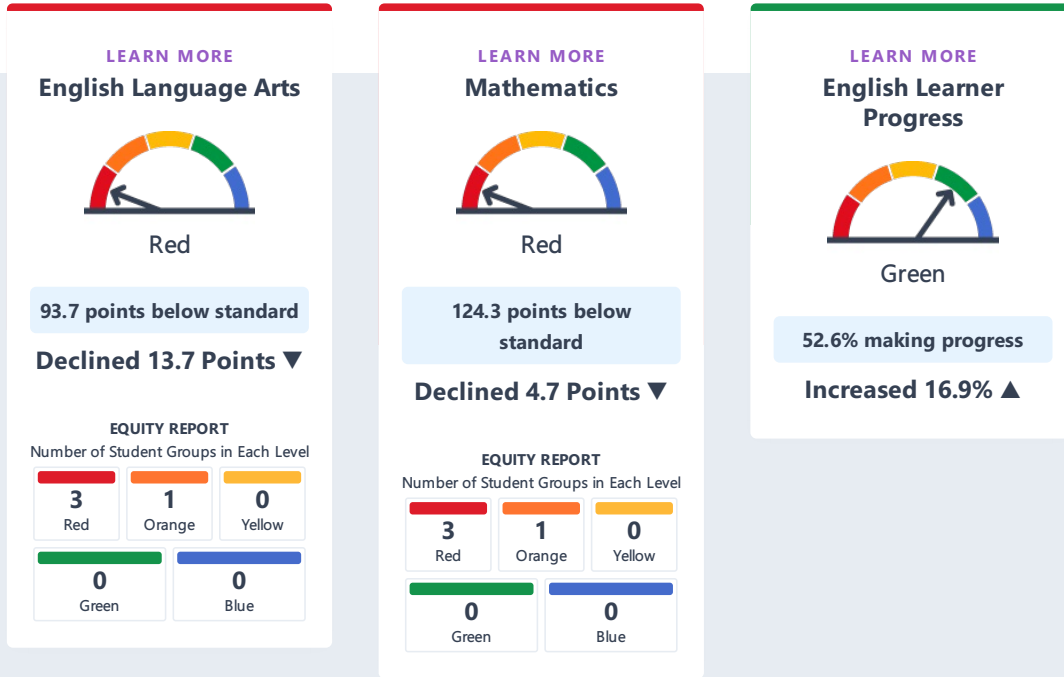
Student Population

Explore information about this school's student population.



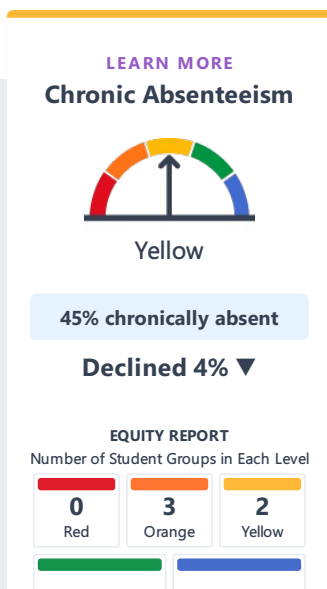
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Engagement

See information that shows how well schools are engaging students in their learning.



0

Green

0

Blue

ROOSEVELT ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



Orange

3.8% suspended at least one day

Increased 0.3% ▲

EQUITY REPORT

Number of Student Groups in Each Level

1

Red

4

Orange

0

Yellow

1

Green

0

Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Red

93.7 points below standard

Declined 13.7 Points ▼

Number of Students: 237

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

Students with Disabilities



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American



No Performance Color

132.9 points below standard

Maintained 1.4 Points

Number of Students: 18

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

110.1 points below standard

Increased 35.4 Points ▲

Number of Students: 20

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Red

108.1 points below standard

Declined 13.5 Points ▼

Number of Students: 108

Hispanic



Red

90.6 points below standard

Declined 14.3 Points ▼

Number of Students: 198

Socioeconomically Disadvantaged



Red

92.5 points below standard

Declined 14.1 Points ▼

Number of Students: 221

Students with Disabilities



Orange

149.6 points below standard

Increased 21.9 Points ▲

Number of Students: 52

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

80 points below standard

93.7 points below standard

English Language Arts Data Comparisons: English Learners

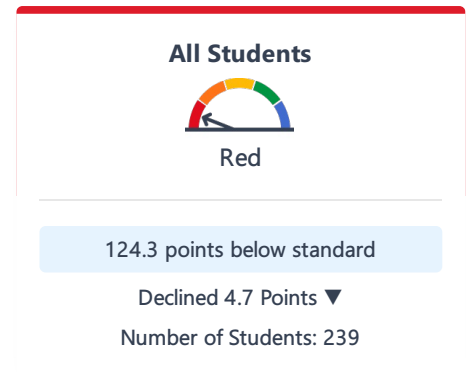
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics

All Students

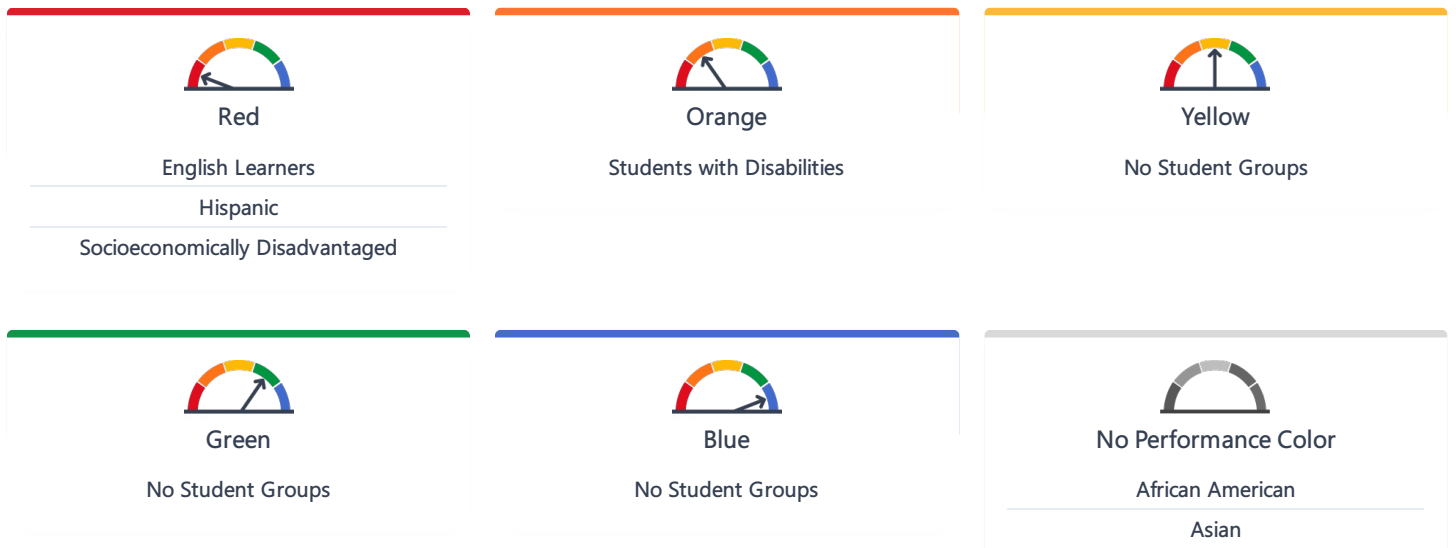
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Foster Youth

Homeless

Two or More Races

Pacific Islander

White



African American



No Performance Color

168.9 points below standard

Declined 28.6 Points ▼

Number of Students: 18

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

179.4 points below standard

Increased 18.9 Points ▲

Number of Students: 20

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Red

131.3 points below standard

Maintained 2.8 Points

Number of Students: 108

Hispanic



Red

121.3 points below standard

Maintained -1.5 Points

Number of Students: 200

Socioeconomically Disadvantaged



Red

124.6 points below standard

Declined 6 Points ▼

Number of Students: 221

Students with Disabilities



Orange

200.6 points below standard

Increased 12 Points ▲

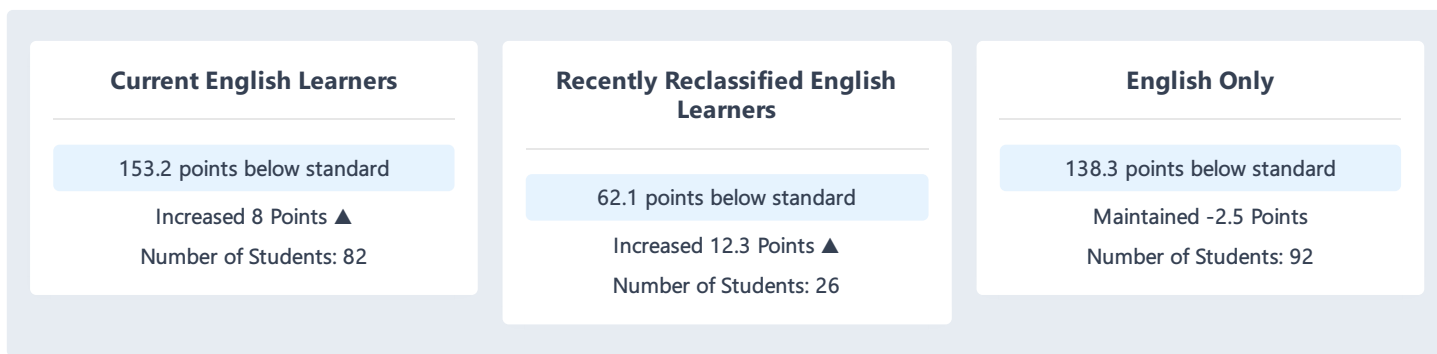
Number of Students: 52

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	119.6 points below standard	124.3 points below standard

Mathematics Data Comparisons: English Learners

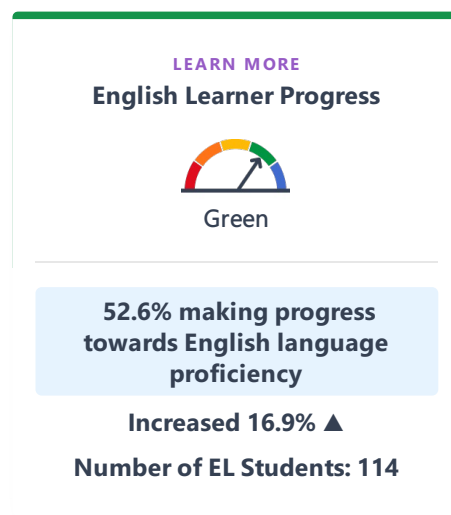
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042758&year=2022-23>

All Students



Yellow

45% chronically absent

Declined 4% ▼

Number of Students: 398

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

No Student Groups



Orange

English Learners

Homeless

Students with Disabilities



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

Asian

Foster Youth

Two or More Races

Pacific Islander

White

African American



No Performance Color

60.7% chronically absent

Increased 15.6% ▲

Number of Students: 28

Asian



No Performance Color

18.2% chronically absent

Declined 27.3% ▼

Number of Students: 11

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

85.7% chronically absent

Maintained 0%

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

English Learners



Orange

38.3% chronically absent

Declined 2.3% ▼

Number of Students: 167

Homeless



Orange

48.4% chronically absent

Declined 11.6% ▼

Number of Students: 31

Students with Disabilities



Orange

50.7% chronically absent

Declined 5.9% ▼

Number of Students: 67

Hispanic



Yellow

41.9% chronically absent

Declined 5.4% ▼

Number of Students: 334

Socioeconomically Disadvantaged



Yellow

44.7% chronically absent

Declined 5.1% ▼

Number of Students: 365

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Orange

3.8% suspended at least one day

Increased 0.3% ▲

Number of Students: 425

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

African American



Orange

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities



Yellow

No Student Groups



Green

English Learners



Blue

No Student Groups



No Performance Color

Asian

Foster Youth

Two or More Races

Pacific Islander

White



Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 12

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 15

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

16.7% suspended at least one day

Number of Students: 12

African American



Red

6.1% suspended at least one day

Maintained 0%

Number of Students: 33

Hispanic



Orange

3.4% suspended at least one day

Maintained 0.2%

Number of Students: 351

Homeless



Orange

5.9% suspended at least one day

Increased 2.7% ▲

Number of Students: 34

Socioeconomically Disadvantaged



Orange

3.1% suspended at least one day

Maintained 0.2%

Number of Students: 386

Students with Disabilities



Orange

7.2% suspended at least one day

Declined 5.9% ▼

Number of Students: 69

English Learners



Green

2.3% suspended at least one day

Declined 0.8% ▼

Number of Students: 173

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3.4%	3.8%



Research and Accountability Department

Empowering with data.

Roosevelt Data Review

March 2024

Summary



Research and Accountability Department

Empowering with data.

Accountability

- Roosevelt's current ESSA Status is **ATSI** ([slide 10](#))
- Roosevelt's State Indicators for **ELPI** was **higher than the district at level 4 (Green)** ([slide 11](#))
- Roosevelt's State Indicator for **Academics (ELA and Math)** are lower than the overall district ([slide 11](#))
- Chronic Absenteeism decreased last year from prior year. Days absent this year continue to decrease ([slides 12 and 13](#))

Demographics

- Roosevelt's demographics are highly Hispanic with 82.5% (slides 3-8) [Slide 3: Demographics](#)
- Roosevelt has 57% of students as Ever-ELs (either English Learners currently or have been Reclassified) ([slide 8](#))

State Assessments

- Percent of students meeting or exceeding standards on ELA ([slide 14](#)) and Math ([slide 16](#)) decreased versus prior year
- ELPAC scores suggest English Learners are **stronger in Oral language skills** and challenged in Written Language skills ([slide 18](#))

Local Assessments

- i-Ready ([slides 20-25](#)): Roosevelt's on grade level for **Reading and Math** is lower than the district, but Kindergarten and First were higher in Reading than the district and Eighth was higher in math
- **Engagement in curriculum** (Benchmark, Ready Math) is mixed across the grade levels ([slides 26- 32](#))

Grade Level Analysis

- Available for ELA and Math starting on [slide 39](#)

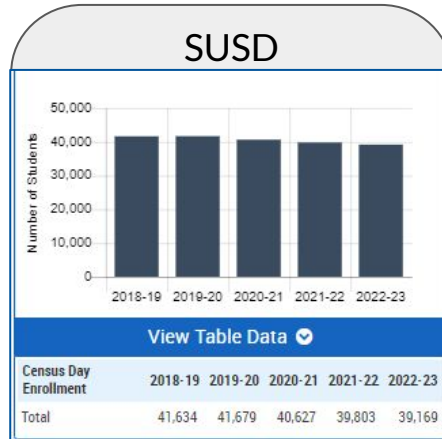
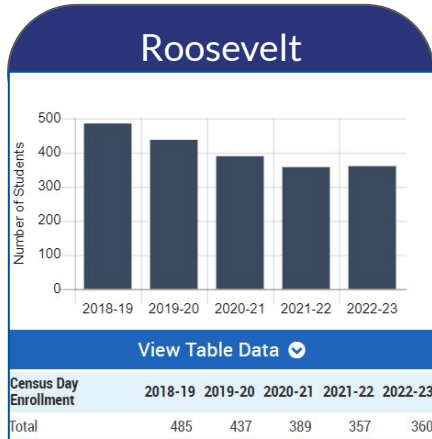


Research and Accountability Department

Empowering with data.

Demographics

Enrollment

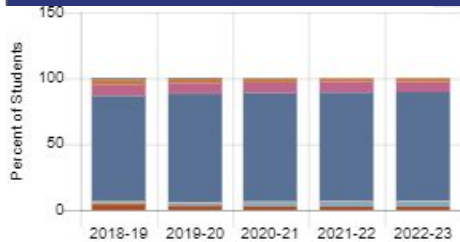


- Roosevelt's enrollment has averaged 406 students in the last 5 years, declining 7 students from 2021-22 to 2022-23
- Current enrollment (based on Synergy data as of 3/7/24) was 331 students
- The district's enrollment has declined annually for the last 3 years as well
- Roosevelt's **stability rate** (percent of students who start and end the school year at the school) is **79%**, 8% lower than the district (87%)

Sources: Enrollment: [EdData, Roosevelt](#)
Stability Rate: [DataQuest](#)

Demographics

Roosevelt



Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	SUSD 2022-23
American Indian or Alaska Native	1 %	0.7 %	0.5 %	0 %	0 %	0.7 %
Asian	3.7 %	3 %	2.6 %	2.5 %	2.8 %	8.8 %
Black or African American	8.5 %	8 %	8.2 %	8.4 %	7.8 %	9.2 %
Filipino	0.2 %	0.2 %	0 %	0 %	0 %	3.3 %
Hispanic or Latino	80 %	82.2 %	82.3 %	82.4 %	82.5 %	69.6 %
Native Hawaiian or Pacific Islander	0.6 %	0.5 %	0.5 %	0.6 %	0.6 %	0.5 %
None Reported	0.2 %	0 %	0 %	0 %	0 %	0.3 %
Two or More Races	1.2 %	2.3 %	3.1 %	3.6 %	3.9 %	3.5 %
White	4.5 %	3.2 %	2.8 %	2.5 %	2.5 %	4.1 %

- Roosevelt's is highly Hispanic, with 82.5% of the student population
- This is significantly higher than the district, at 69.6%

English Learners

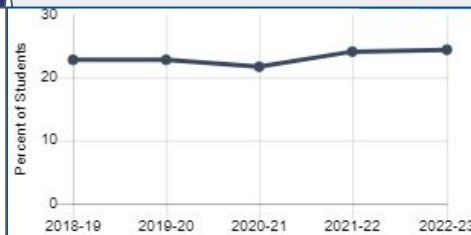
Roosevelt



[View Table Data](#)

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	40.4 %	38.7 %	38.8 %	37.3 %	41.7 %

SUSD



[View Table Data](#)

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- Roosevelt averaged 39% English Learners over the last 5 years
- This is significantly **higher** than the district (between 21% and 25% over the last 5 years)

English Learners' Language



Research and Accountability Department

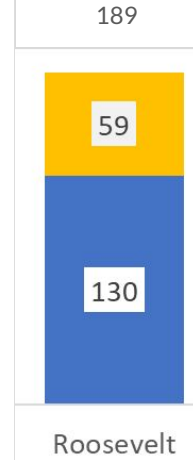
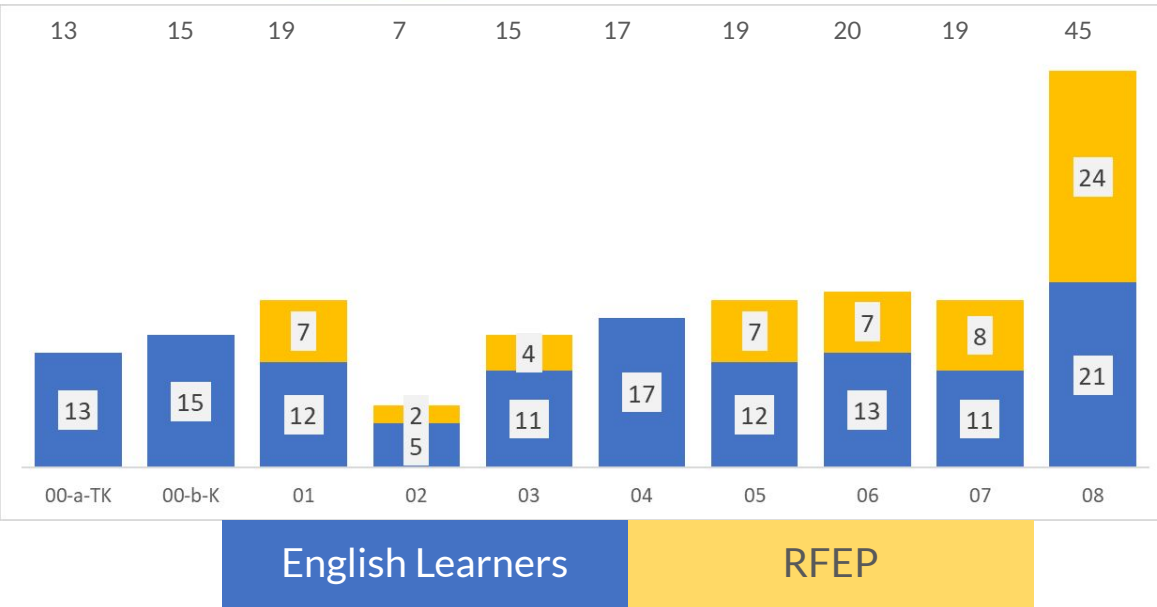
Empowering with data.

Roosevelt						SUSD					
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23	Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0 %				0.3 %	All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Hmong	0.4 %		0.3 %	0.3 %	0.3 %	Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Spanish	38.6 %	37.3 %	37.8 %	35.9 %	40 %	Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Tongan	0.2 %	0.2 %	0.3 %	0.3 %	0.3 %	Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Urdu	1 %	1.1 %	0.5 %	0.8 %	0.6 %	Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Vietnamese	0.2 %				0.3 %	Punjabi					0.2 %
						Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

Source: [EdData, Roosevelt](#)

ELs and RFEPs by Grade Level



- Roosevelt has 130 English Learners and 59 RFEP students*
- 34 RFEP students are currently eligible for monitoring (RFEP within the last 4 years)
- 57% of Roosevelt's student population is currently or were at one time English Learners (Ever-EL's)
- Eighth grade has the highest number of English Learners

*Source: Synergy, local data as of 3/7/24



Research and Accountability Department

Empowering with data.

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- Roosevelt's current status is ATSI, no change from prior year
- Roosevelt increased Absenteeism and ELPI
- ELA, Math, and Suspension remained unchanged

Assistance Status	Exit 2023		CURRENT 2023				2022		2021		2020		2019		2018											
	NOEXIT		ATSI				ATSI		CSI Low Perform		CSI Low Perform		CSI Low Perform		CSI Low Perform											
2023-24 ESSA SUBGROUPS	African American/Black	American Indian	Asian	English Learner	Filipino	Foster	Hispanic	Homeless	Multiple Races	Pacific Islander	SED	SWD	White													
Subgroups	ALL	African American/Black	American Indian	Asian	English Learner	Filipino	Foster	Hispanic	Homeless	Multiple Races	Pacific Islander	SED	SWD	White												
	If you are CSI, check the ALL subgroups. If you are ATSI, review the change from last year to this year for each subgroup.																									
Indicator	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022								
ELA	1	1	0	1	(...)	0	0	1	1	0	0	0	1	1	0	1	0	0	0	0	1	1	2	1	0	0
Math	1	1	0	1		0	0	1	1		0	0	1	1	0	1	0	0	0	0	1	1	2	1	0	0
Absenteeism	3	1	0	1		0	1	2	1		0	0	3	1	2	1	0	1	0	0	3	1	2	1	0	0
Suspension	2	2	1	1		0	5	4	2		0	0	2	2	2	2	0	5	0	0	2	3	2	1	0	0
ELPI	4	2						4	2																	

Subgroup Identified for ATSI:

➔ African American/Black - Suspensions

Note: These are the color indicators on the California School Dashboard for the current year (see next slide)
 Note: These are the color indicators on the California School Dashboard for the previous year (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

California School Dashboard

Stockton Unified



Roosevelt



- **ELPI** was the highest indicator at Green (4) and was higher than the district
- **Absenteeism** and **Suspension** were the same as the district
- **ELA** and **Math** were lower than the district, both at the lowest level (1 - Red)

Chronic Absenteeism Historical

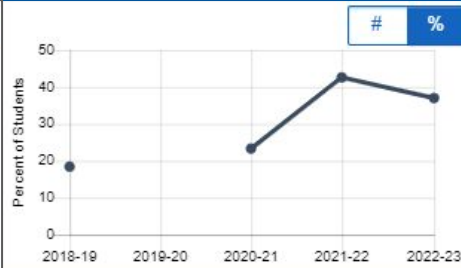
Roosevelt



[View Table Data](#)

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	28.6 %	N/A	33.8 %	49 %	45 %

SUSD



[View Table Data](#)

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Last year, Roosevelt decreased the percent of Chronic Absenteeism from 49% to 45%
- This was higher than the district's absenteeism rate at 37%

Source: [EdData, Roosevelt](#)

Chronic Absenteeism



Yellow

Chronic Absenteeism Current Year



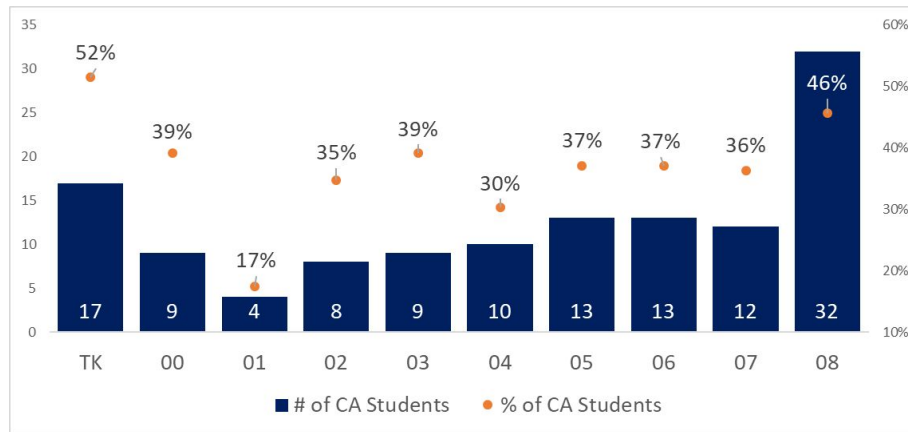
Stockton Unified School District
Since 1952

Research and Accountability Department

Empowering with data.

Roosevelt Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)



CA= Chronically Absent

Days Absent



- The number of days absent decreased by 26 and percent of days absent from 42% to 37% (through February)
- TK has the highest chronically absent rate at 52%, but 8th grade has the highest number of students at 32

Source: Synergy, local data provided by Student Support services, February

Chronic Absenteeism



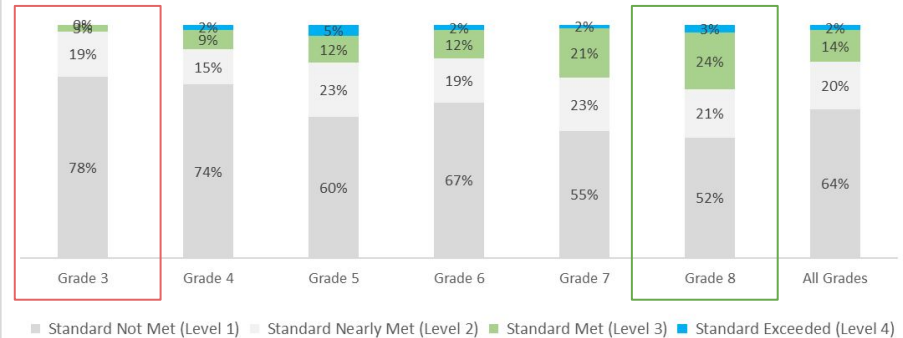
Yellow

CAASPP ELA

2 years

2022-2023

Percent Met or Exceeded Standards by Grade Level

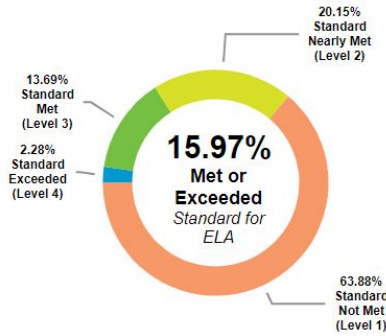
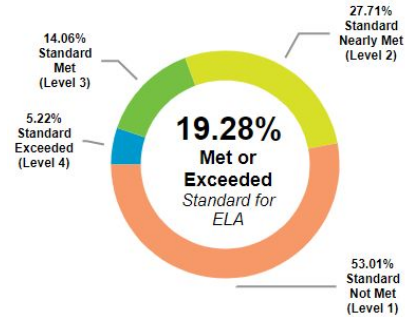


Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	78%	74%	60%	67%	55%	52%	64%
Standard Nearly Met (Level 2)	19%	15%	23%	19%	23%	21%	20%
Standard Met (Level 3)	3%	9%	12%	12%	21%	24%	14%
Standard Exceeded (Level 4)	0%	2%	5%	2%	2%	3%	2%
Number of Students With Scores	36	47	43	42	66	29	263

2021-2022

2022-2023

Percent of students within each achievement level



- 15.97% of students met or exceeded ELA standards (12% lower than the district at 27.78%)
- 8th grade had the **highest** percent who met or exceeded standards at 28%
- 3rd grade had the **lowest** percent who met or exceeded standards at 3%

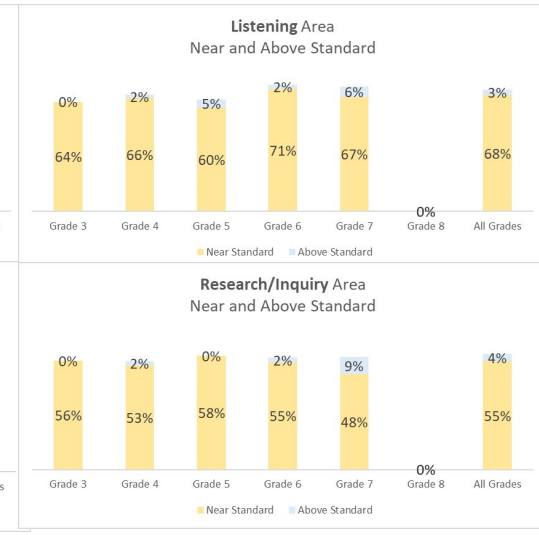
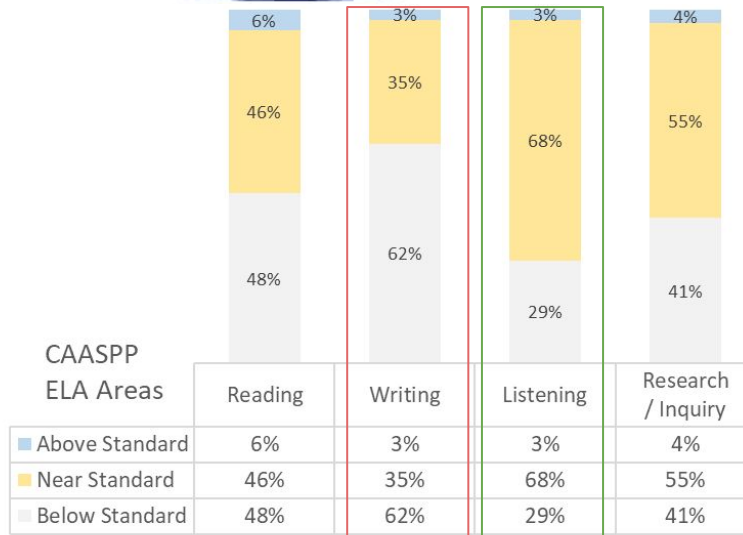
CAASPP ELA 2022-2023

By Area, percent meeting near+above



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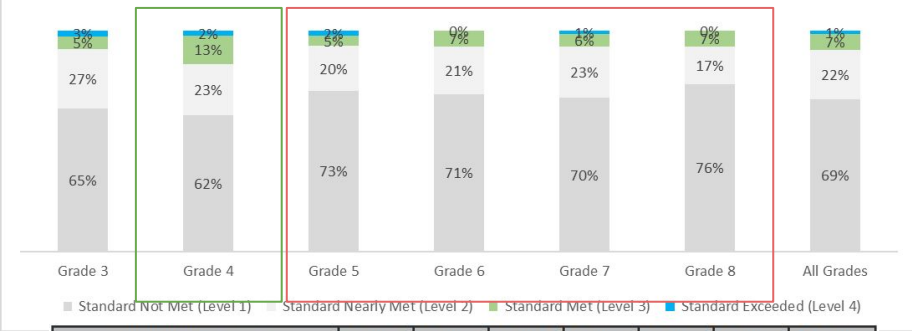
- **Listening** had the highest near and above standard at 71%
- **Writing** had the highest below standard at 62%, particularly low in 3rd grade with 0% above standard and only 28% near standard
- *Note - Eighth grade was not available at the area level because less than 30 students were tested*

CAASPP Math

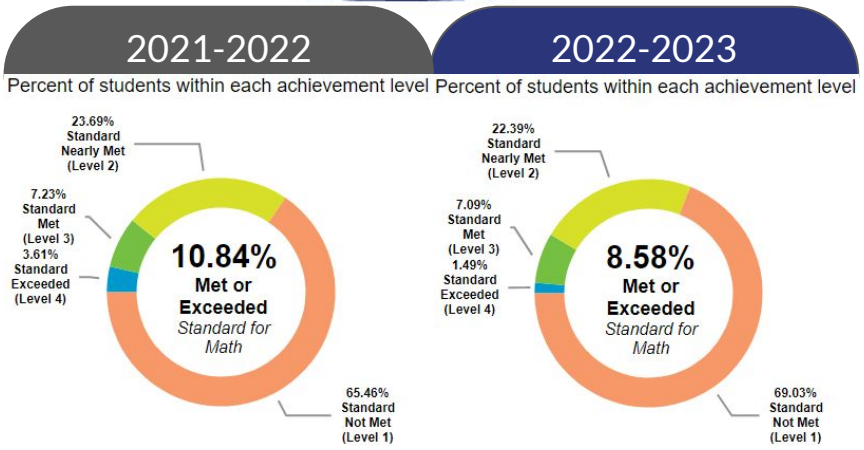
2 years

2022-2023

Percent Met or Exceeded Standards by Grade Level

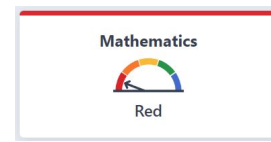


Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	65%	62%	73%	71%	70%	76%	69%
Standard Nearly Met (Level 2)	27%	23%	20%	21%	23%	17%	22%
Standard Met (Level 3)	5%	13%	5%	7%	6%	7%	7%
Standard Exceeded (Level 4)	3%	2%	2%	0%	1%	0%	1%
Number of Students With Scores	37	47	44	42	69	29	268



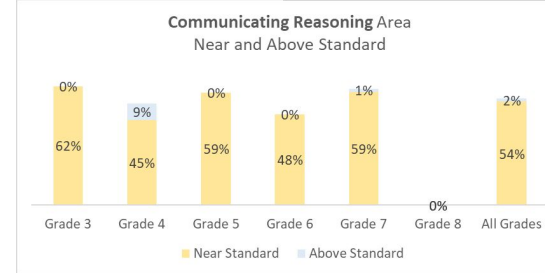
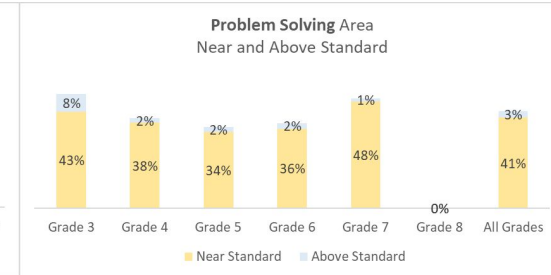
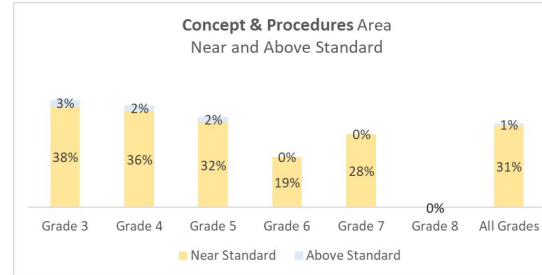
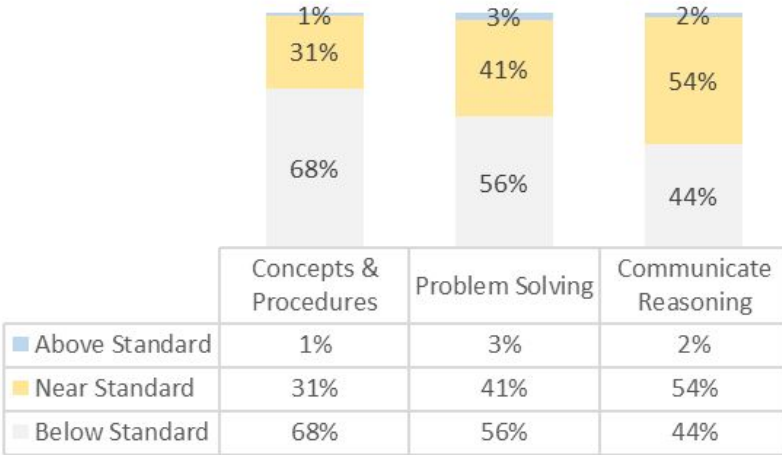
- 8.58% of students met or exceeded Math standards (8% lower than the district at 16.76%)
- This was a decrease of 2% versus previous year
- 4th grade was the highest at 15% met or exceeded standards
- Grades 5-8 all received 7% met or exceeded standards

Source: [Smarter Balanced Results, Roosevelt](#)



CAASPP Math 2022-2023

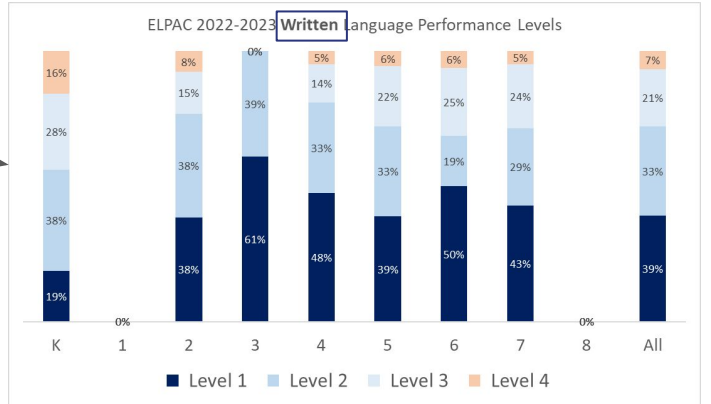
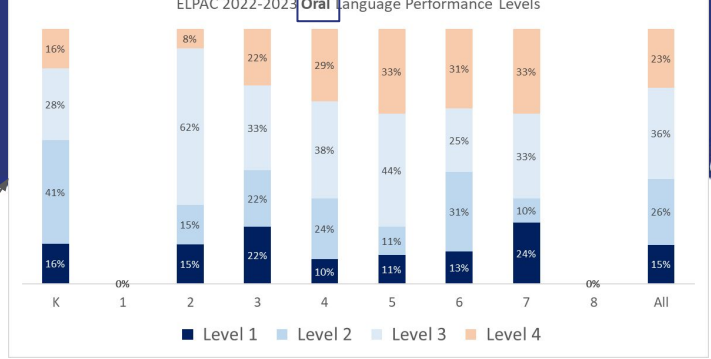
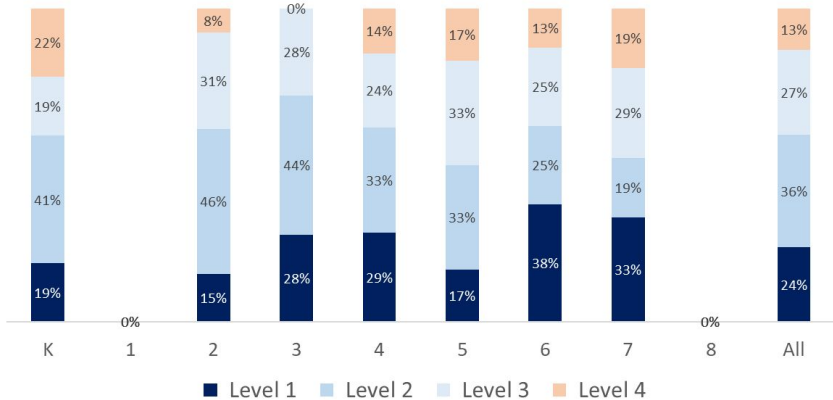
By Area, percent meeting near+above



- Near/Above grade level, **Communicating Reasoning** was the strongest at 56%
- **Concepts & Procedures** had the highest percent below standard at 63%
- Note - Eighth grade was not available at the area level because less than 30 students were tested

ELPAC 2022-2023 Overall Results

ELPAC 2022-2023 Overall Performance Levels



PL	K	1	2	3	4	5	6	7	8	All
Level 4	7	*	1	0	3	3	2	4	*	20
Level 3	6	*	4	5	5	6	4	6	*	41
Level 2	13	*	6	8	7	6	4	4	*	54
Level 1	6	*	2	5	6	3	6	7	*	36
Total	32	*	13	18	21	18	16	21	*	151

- 151 students took the ELPAC in 2022-2023
- **Kinder** had the highest number of students at 32
- **6th Grade** had the lowest number of students at 15
- 39% of students received a 1 in **Written** Language versus only 15% received a 1 in **Oral** Language



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i-Ready

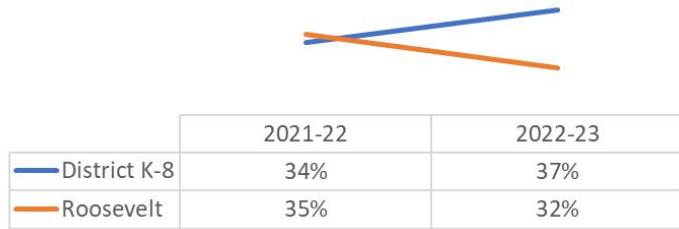
i-Ready Reading



Research and Accountability Department

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% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Roosevelt had a slight decrease in percent of students on grade level from the end of 2021-22 to 2022-23, ending the year with 32% of students on grade level

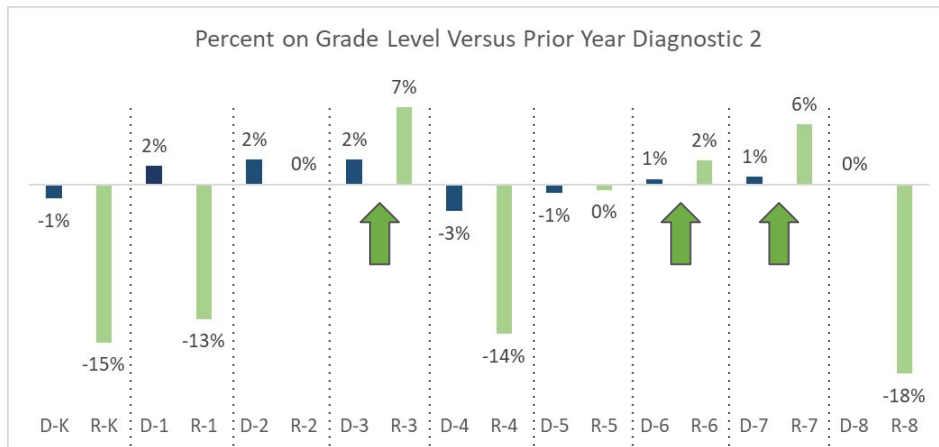
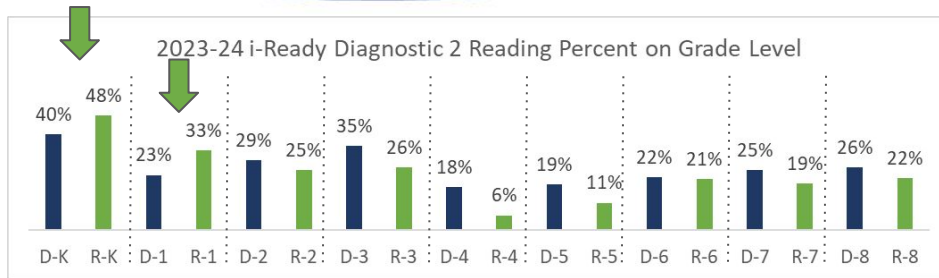
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter, Diagnostic 2), Roosevelt has 22% of students on grade level, a decrease of 3% versus prior year same diagnostic

i-Ready Diagnostic 2 Reading On Grade Level



Strengths

- Kindergarten and First grade percent on grade level is higher than the district
- Third, Sixth, and Seventh grade have increases at percent on grade level

Opportunities

- Although higher than the district, the percent of students on grade level decreased in Kinder and First grade
- Decreases in Fourth and Eighth grade are outpacing declines in the district

D = District

R = Roosevelt

i-Ready Reading Domains Percent on Grade Level



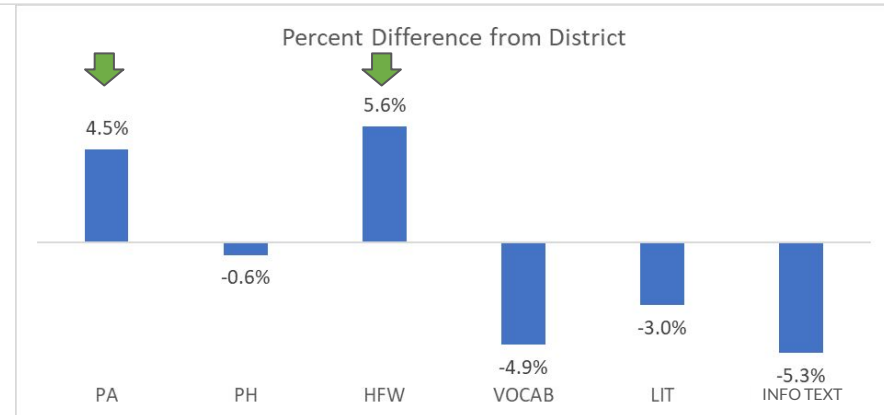
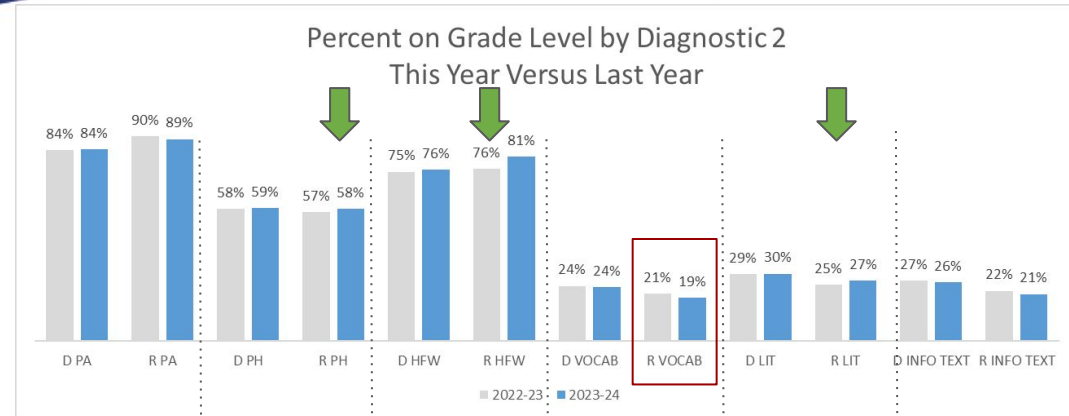
Research and Accountability Department
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Strengths

- **Phonics, High-Frequency Words, and Literature** increased percent on grade level versus the prior year
- Compared to the district, Roosevelt is higher percent on grade level in **High-Frequency Words and Phonological Awareness**

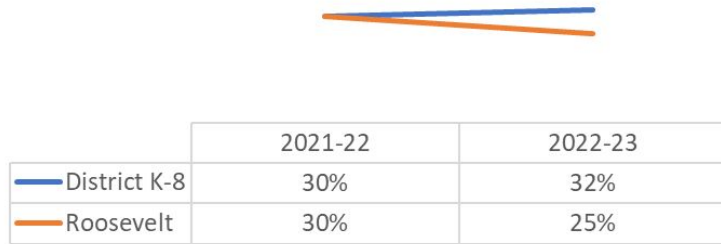
Opportunities

- **Vocabulary** had a slight decline versus prior year and was 5% gap to the district



D = District
R = Roosevelt
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



% on Grade Level Diagnostic 2



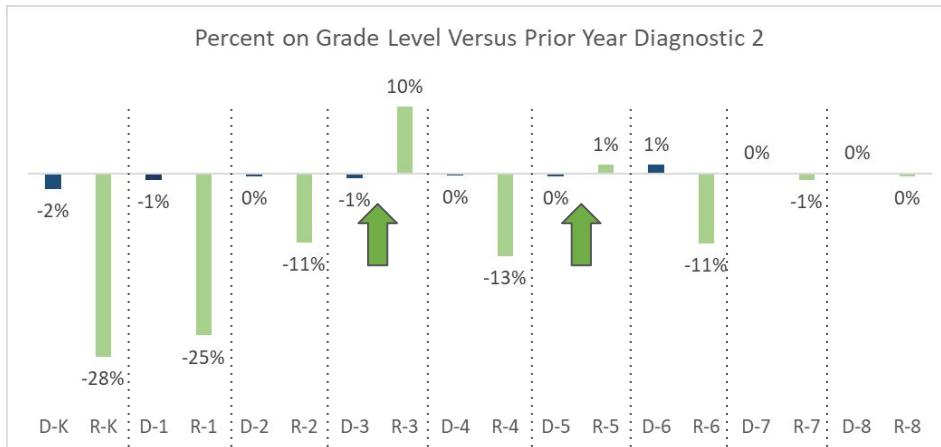
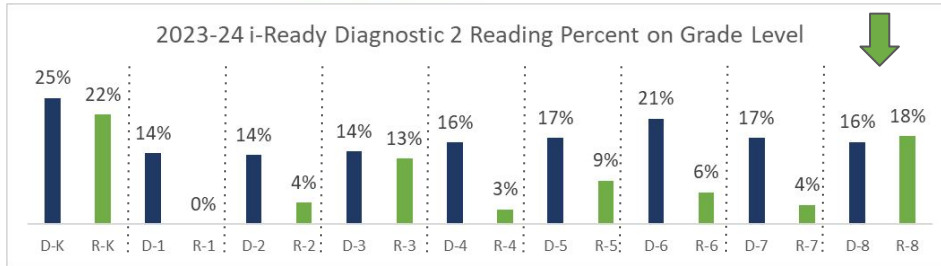
Diagnostic 3 - End of Year

- Last year, Roosevelt ended the year with 25% of students on grade level, a decrease of 5% from prior year and a 7% gap to the district

Diagnostic 2 - Most Current

- For the most current diagnostic, 10% of Roosevelt's students were on grade level
- The gap to the district increased from 3% last year to 7% this year

i-Ready Diagnostic 2 Math On Grade Level



Strengths

- **Eighth grade** had a higher percent on grade level than the district
- **Third and Fifth** showed increases in percent on grade level versus prior year

Opportunities

- **Most grade levels** are showing a decrease in the percent of students on grade level

D = District
R = Roosevelt

i-Ready Math Domains Percent on Grade Level



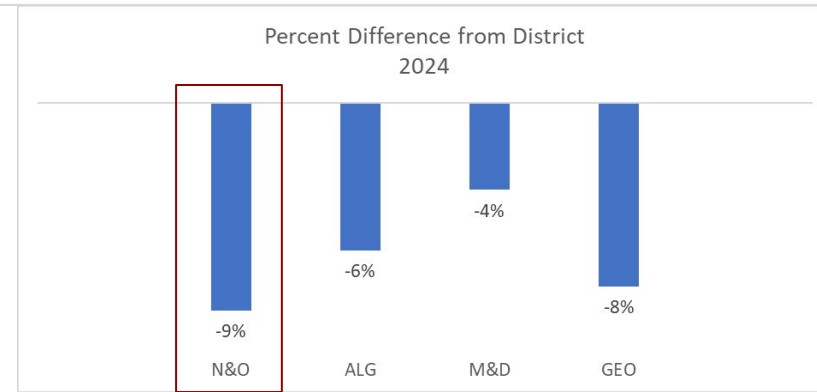
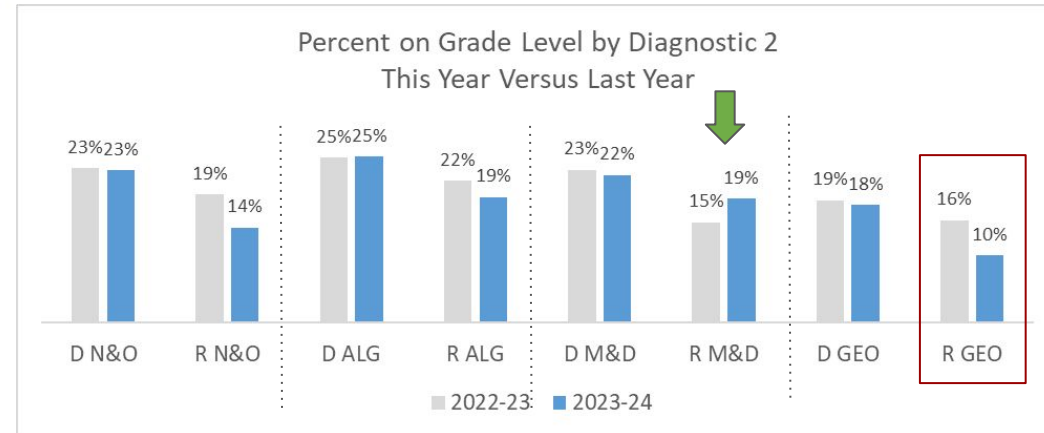
Research and Accountability Department
Empowering with data.

Strengths

- **Measurement & Data** has 19% of students on grade level, an increase of 4% from prior year

Opportunities

- All domains showed a gap to the district with **Numbers and Operations** being the largest at 9%
- **Geometry** had a 6% decrease in percent of students on grade level



D = District
R = Roosevelt
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry



Research and Accountability Department

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Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum



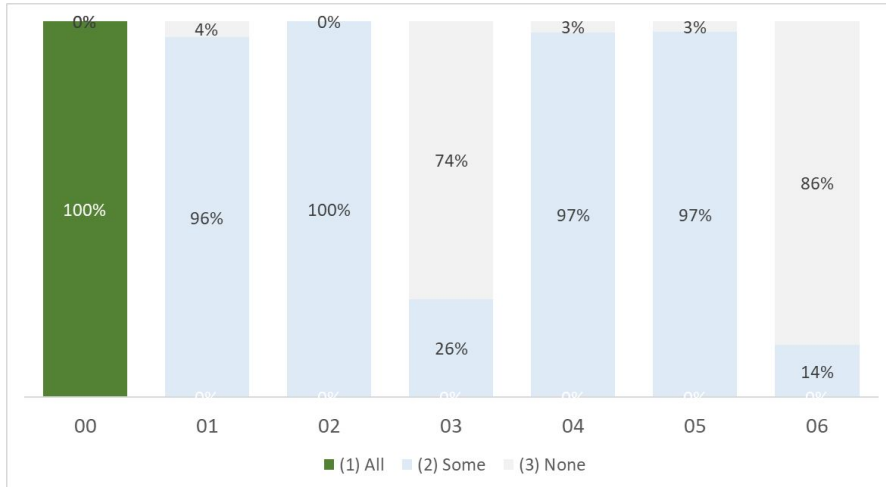
Stockton Unified School District
Since 1952

Research and Accountability Department

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Roosevelt

Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 5 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
 - **High Engagement (at least some students have all assessments)**
 - Kindergarten has high engagement with all students taking all assessments
 - **Some Engagement (most students have at least one assessment)**
 - All other grades have some engagement, having at least 1 unit assessment completed for at least some students
 - **No Engagement (no unit assessment data available)**
 - No grades

Benchmark Standards Performance Overall



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Empowering with data.

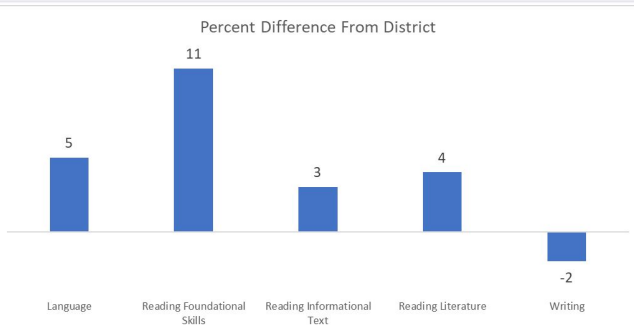
Roosevelt

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	57	75	46	54	44
Grade k	89	93	70	76	-
Grade 1	77	81	72	83	72
Grade 2	65	78	73	70	51
Grade 3	43	70	38	49	28
Grade 4	36	45	29	31	29
Grade 5	52	68	42	48	48
Grade 6	47	53	32	54	00

SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

Percent Difference From District



- Reading foundational skills has the highest percent correct at 75%
- Writing was the lowest for Roosevelt and for the district

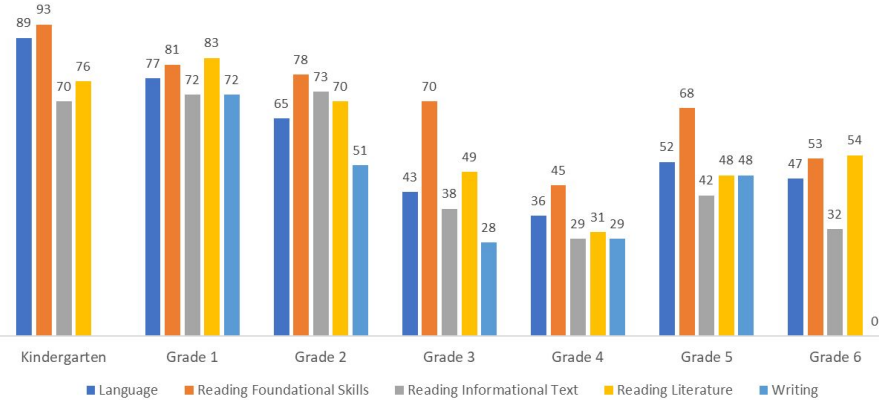
Benchmark Standards Performance By Grade Level



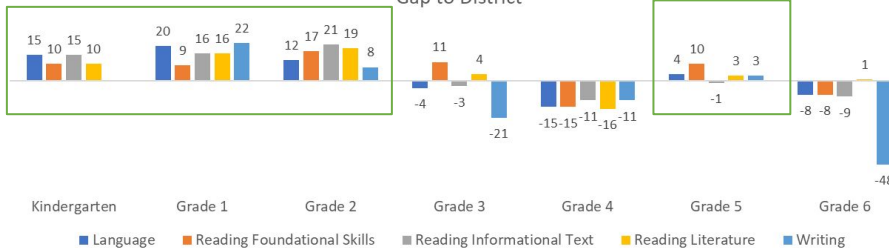
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Average Percent Correct by Strand and Grade Level



Gap to District



Strengths

- **Kinder, First, and Second** grade are all higher than the district for all standards
- **Reading Foundational skills** is the highest standard across all grade levels, except Sixth grade

Opportunities

- **Writing** shows a gap starting in 3rd grade to the district
- **Fourth grade and Sixth grade** show a gap to the district in most standards

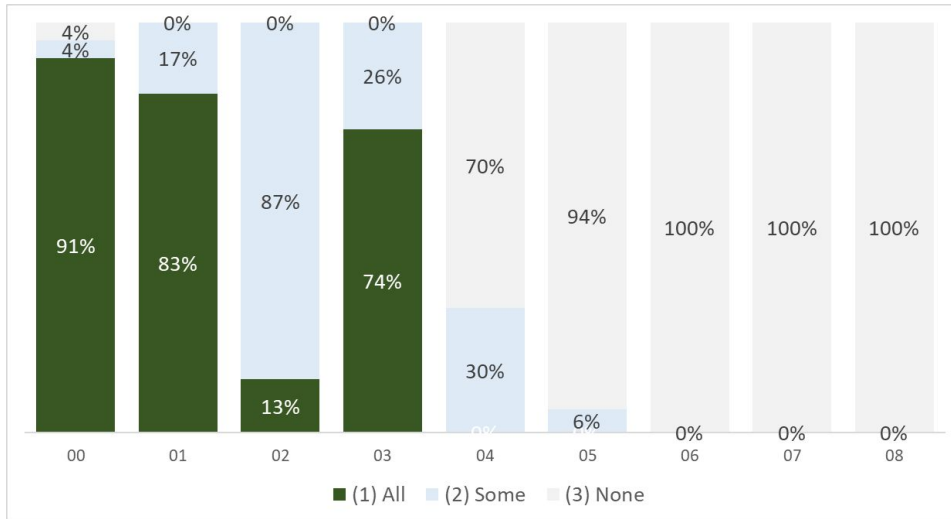


Research and Accountability Department
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Curriculum Engagement and Results

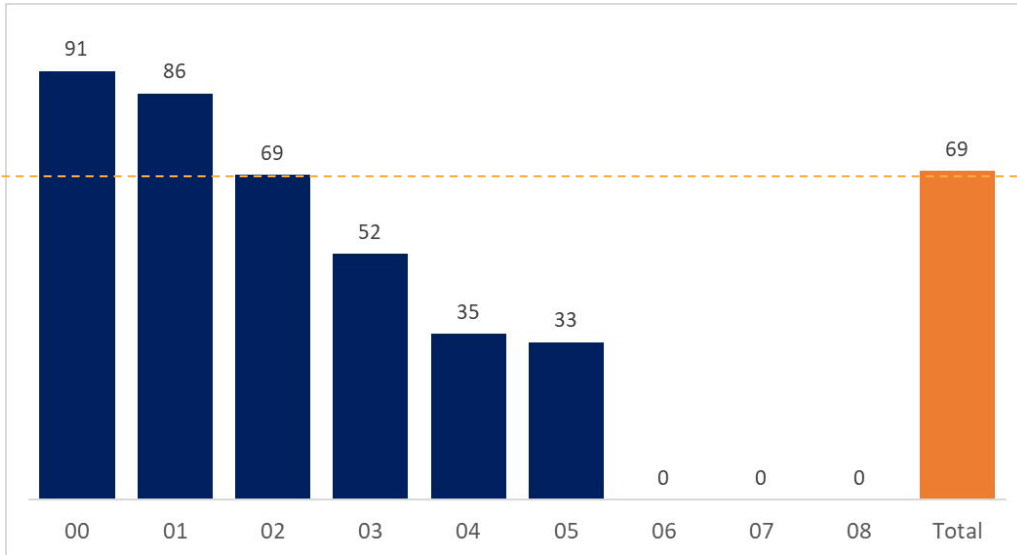
Ready Math

Ready Math Engagement



- Engagement in the Ready Math Unit Assessments is **mixed**:
 - **High Engagement (at least some students have all assessments)**
 - Kinder, First, and Third have high engagement with Ready Math Unit assessments
 - **Some Engagement (most students have at least one assessment)**
 - Second and Fourth have some Unit Assessment scores
 - **No Engagement (no or very minimal unit assessment data available)**
 - Fifth through Eighth grade have no engagement in Unit assessments for Ready Math

Ready Math By Grade



- Average percent correct for Ready Math Unit Assessments was **69%** for Roosevelt (indicated by the orange line and column)
- **Kinder and First** are above this average, with Second right at average

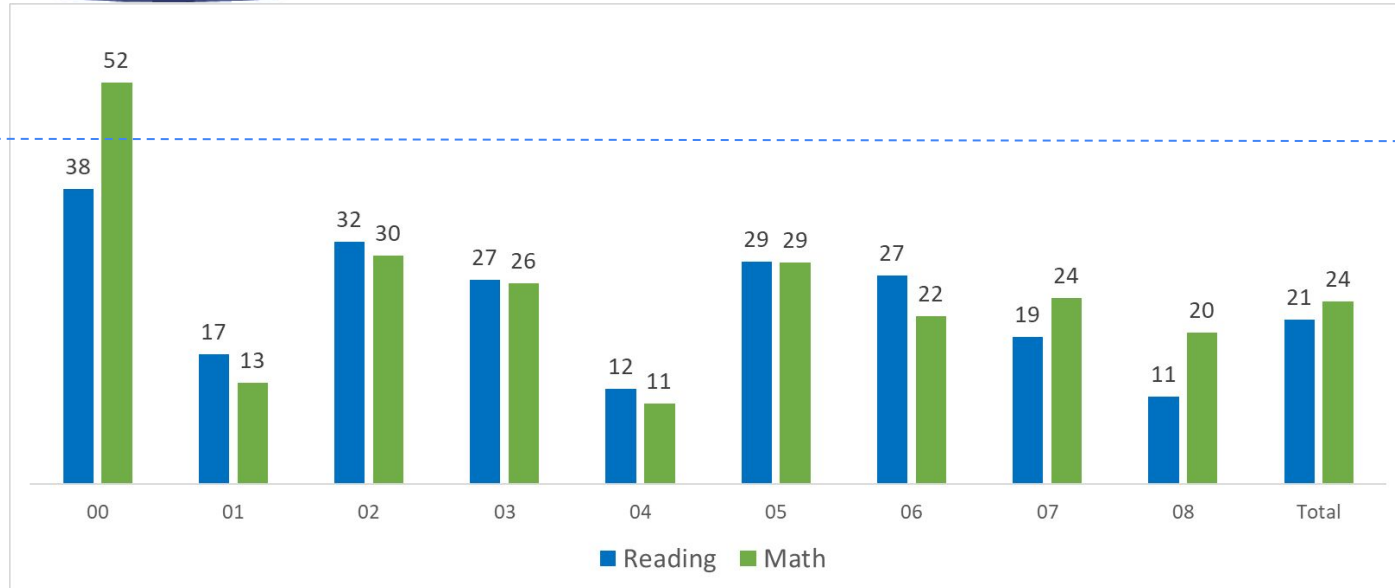


Research and Accountability Department

Empowering with data.

i-Ready Lessons

Average Minutes - i-Ready Lessons



*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

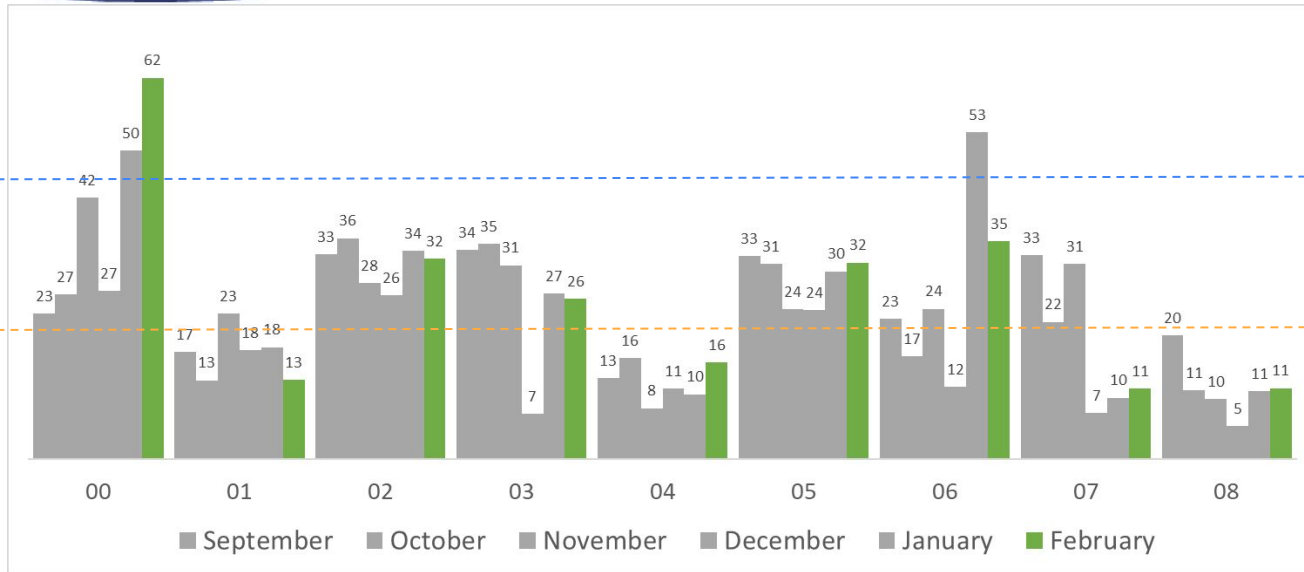
- Overall, the average year-to-date minutes 21 for reading and 24 for math
- Kinder has the highest average at 91 minutes (38 for reading and 52 for math)
- Fourth grade has the lowest minutes on average at 12 minutes for Reading and 11 minutes for math

i-Ready Pathway Data- Avg Minutes Reading



Research and Accountability Department

Empowering with data.



*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

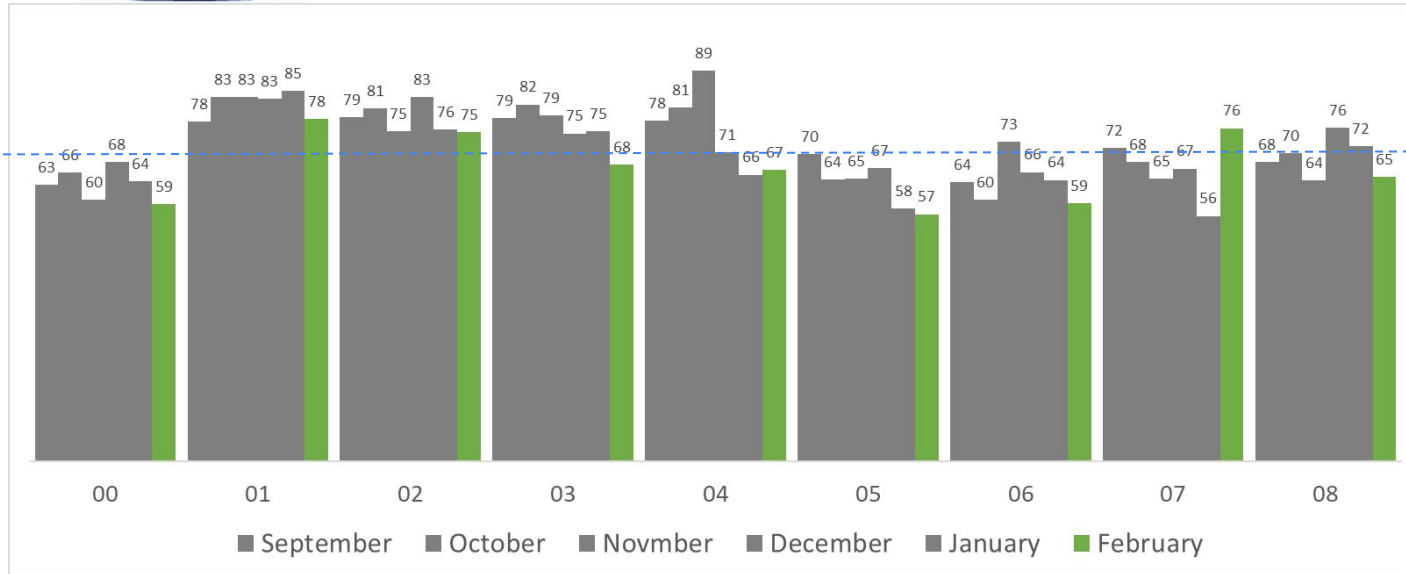
- For Roosevelt, **21 minutes** were spent on average in i-Ready Reading (orange line)
- There is a high fluctuation in the number of minutes by grade level, in the latest month ranging from 62 minutes in Kinder to 11 minutes in Seventh and Eighth grade

i-Ready Pathway Data- % Correct Reading



Research and Accountability Department

Empowering with data.



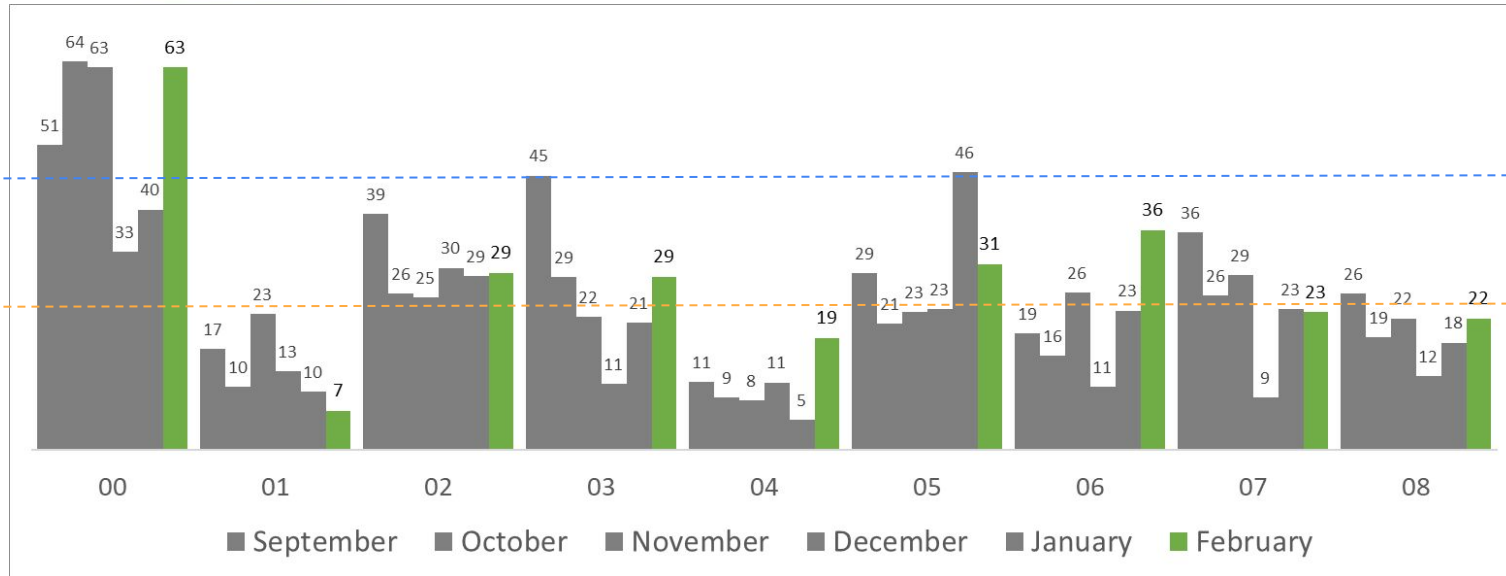
*i-Ready recommends 70% for passing lessons (blue line)

- For Roosevelt, average was 70%, right on target
- In the latest month, First, Second, and Seventh grade are meeting the recommended 70% passing

i-Ready Pathway Data- Avg Minutes Math



Research and Accountability Department
Empowering with data.



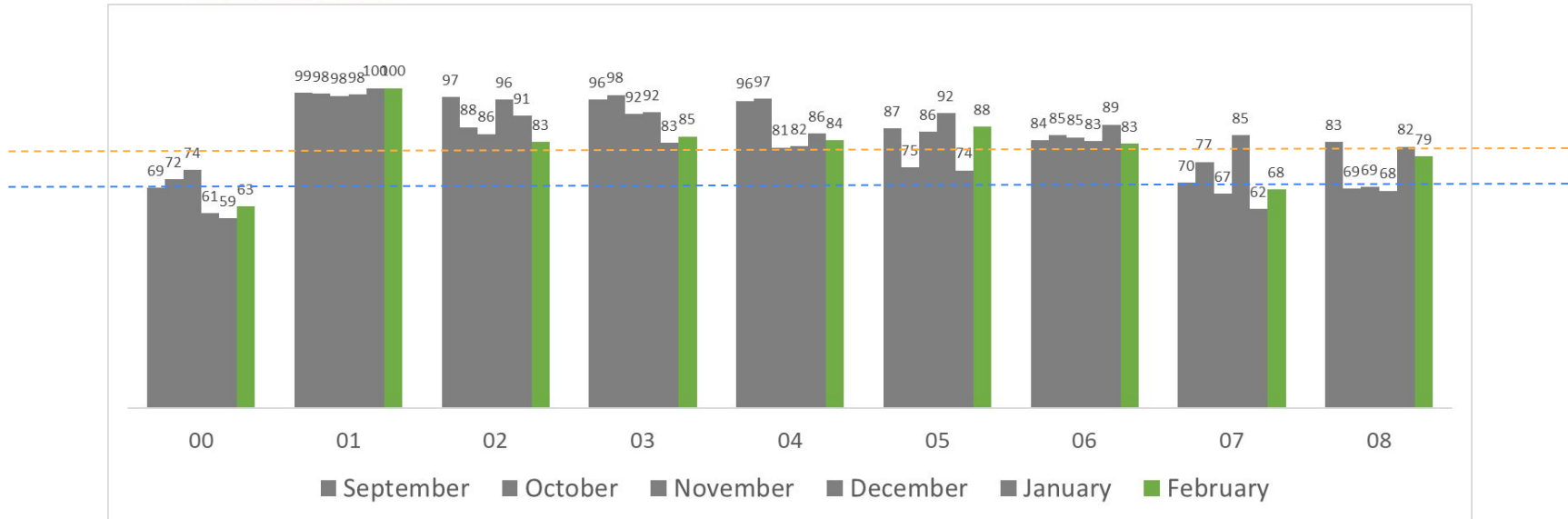
*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Roosevelt, **24 minutes** were spent on average in i-Ready Math (orange dashed line)
- As with Reading minutes, there is a high fluctuation in the number of minutes by grade level, in the latest month ranging from 63 minutes in Kinder to 7 minutes in First Grade

i-Ready Pathway Data- % Correct Math



Research and Accountability Department
Empowering with data.



*i-Ready recommends 70% for passing lessons (blue line)

- For Roosevelt, average was 82% (orange line)
- In the latest month available, all grades met (or were within a percent of) the 70% recommended passage rate on average except Kinder and Seventh



Research and Accountability Department

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By Grade Level Data Review

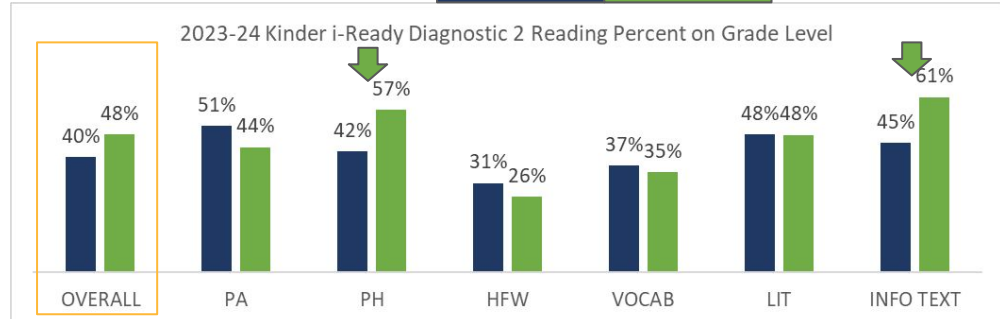
Kindergarten ELA



Research and Accountability Department

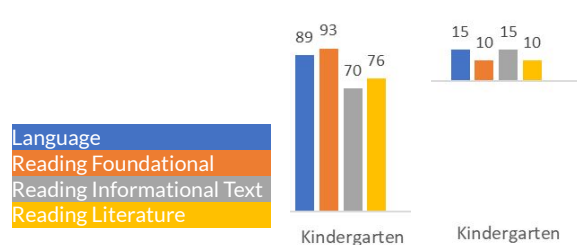
Empowering with data.

District School



	Reading On Grade Level			Reading % 1 GL Below			Reading Met Typical Growth			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	
D1	12.5%	16.7%		87.5%	83.3%	100.0%	D2	62.5%	79.2%	60.9%
D2	54.2%	62.5%	47.8%	D2	45.8%	37.5%	D3	70.8%	91.7%	
D3	87.5%	87.5%		D3	12.5%	12.5%				

Benchmark Standards % Correct Gap to District



Key Metrics

- i-Ready 48% on grade level reading (+8% gap to the district)
- Curriculum Engagement:
 - Benchmark: High ([slide 27](#))
 - i-Ready Reading Minutes: On Target (most recent month) ([slide 35](#))
 - i-Ready Reading Lessons: Below Target (most recent month) ([slide 36](#))
- 15 English Learners, 12 new this year all at Level 1

Strengths

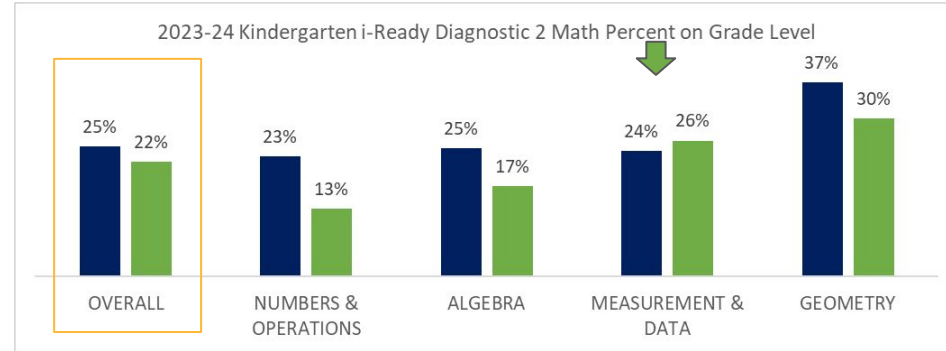
- Percent of students on grade level was higher than the district
- Higher percent correct on Benchmark in all standards
- Higher percent on grade level in Phonics and Informational Text

Opportunities

- Percent of students on grade level was lower than the last 2 years
- High-Frequency Words and Vocabulary were slightly lower percent on grade level than the district

Kindergarten Math

District School



Math On Grade Level

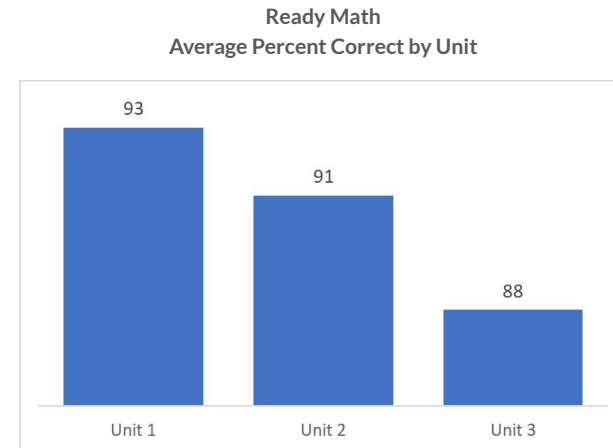
	2021-22	2022-23	2023-24
D1	16.7%	(Blank)	
D2	41.7%	50.0%	21.7%
D3	79.2%	79.2%	

Math % 1 GL Below

	2021-22	2022-23	2023-24
D1	83.3%	100.0%	100.0%
D2	58.3%	50.0%	78.3%
D3	20.8%	20.8%	

Math Met Typical Growth

	2021-22	2022-23	2023-24
D2	66.7%	87.5%	56.5%
D3	62.5%	87.5%	



Key Metrics

- i-Ready 22% on grade level reading (3% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 31](#))
 - i-Ready Math Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway Lessons: On Target (most recent month) ([slide 38](#))
- Average 91% Percent correct on Ready Math Unit Assessments

Strengths

- Measurement & Data had a higher percent on grade level than the district

Opportunities

- Percent of students on grade level decreased from 48% to 18.6%
- Percent of students who met typical growth declined to the lowest level in 3 years to 56.5%
- Numbers & Operations has the largest gap to the district (23% versus 13%)

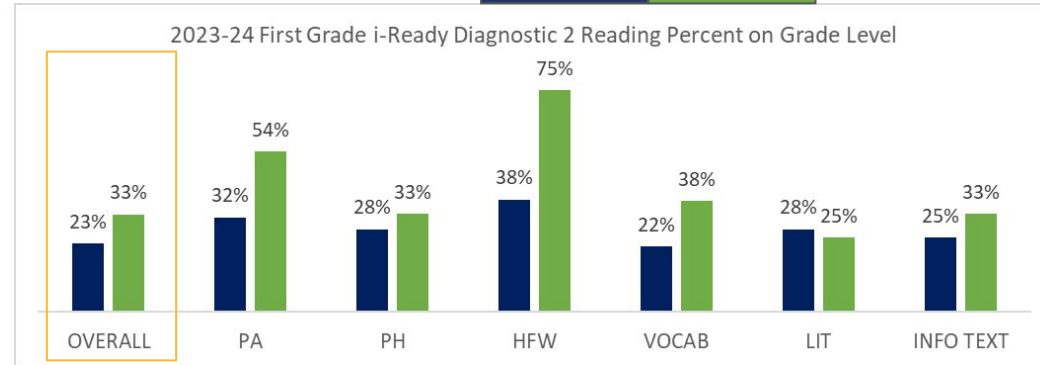
1st Grade ELA



Research and Accountability Department

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District School



	Reading On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	
D1	4.8%	12.0%	17.4%	66.7%	80.0%	69.6%	D1	28.6%	8.0%	13.0%
D2	13.0%	45.8%	33.3%	73.9%	50.0%	58.3%	D2	13.0%	4.2%	8.3%
D3	31.8%	58.3%		59.1%	41.7%		D3	9.1%	(Blank)	

	Reading Met Typical Growth		
	2021-22	2022-23	2023-24
D2	63.6%	41.7%	50.0%
D3	40.9%	41.7%	

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

Benchmark Standards

% Correct



Gap to District



Grade 1

Grade 1

Key Metrics

- i-Ready 33% on grade level reading (+10% gap to district)
- Curriculum Engagement:
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading Minutes: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Lessons: On Target (most recent month) ([slide 36](#))
- 12 English Learners (+7 RFEP)

Strengths

- Significantly higher percent on grade level in **High-Frequency words and Phonological Awareness**
- Higher percent correct in all standards on **Benchmark**
- Percent of students meeting their **typical growth goals** increased from 41% to 50%

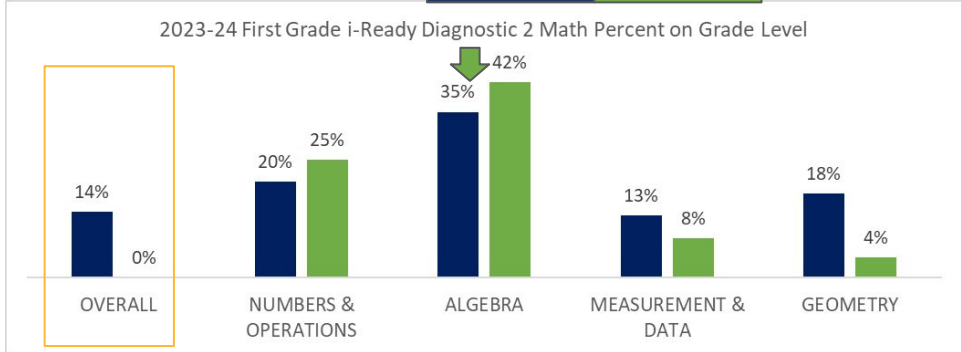
Opportunities

- Percent of students **2+ below** increased slightly versus last year
- **Literature** percent on grade level has a slight gap to the district

1st Grade Math

District School

2023-24 First Grade i-Ready Diagnostic 2 Math Percent on Grade Level

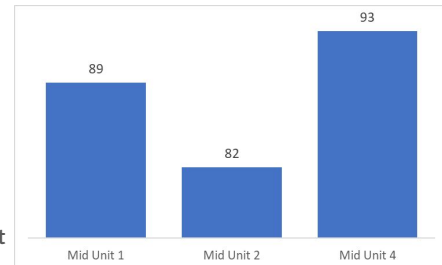


Math	On Grade Level		
	2021-22	2022-23	2023-24
D1	(Blank)	8.0%	(Blank)
D2	8.7%	25.0%	(Blank)
D3	45.5%	41.7%	

Math	% 1 GL Below		
	2021-22	2022-23	2023-24
D1	66.7%	76.0%	78.3%
D2	78.3%	70.8%	87.5%
D3	45.5%	50.0%	

Math	% 2 or More Below		
	2021-22	2022-23	2023-24
D1	33.3%	16.0%	21.7%
D2	13.0%	4.2%	12.5%
D3	9.1%	8.3%	

Math	Met Typical Growth		
	2021-22	2022-23	2023-24
D2	36.4%	41.7%	54.2%
D3	59.1%	16.7%	



Ready Math Average Percent Correct by Unit

Key Metrics

- i-Ready 0% on grade level reading (14% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 31](#))
 - i-Ready Math Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- Average of 86% correct on Ready Math Unit Assessments

Strengths

- Students 2+ Below decreased from Fall administration by 9%
- Students meeting their typical growth goal increased from 42% to 54%

Opportunities

- Geometry has the largest gap of percent of students on grade level to the district at 14%

2nd Grade ELA



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Key Metrics

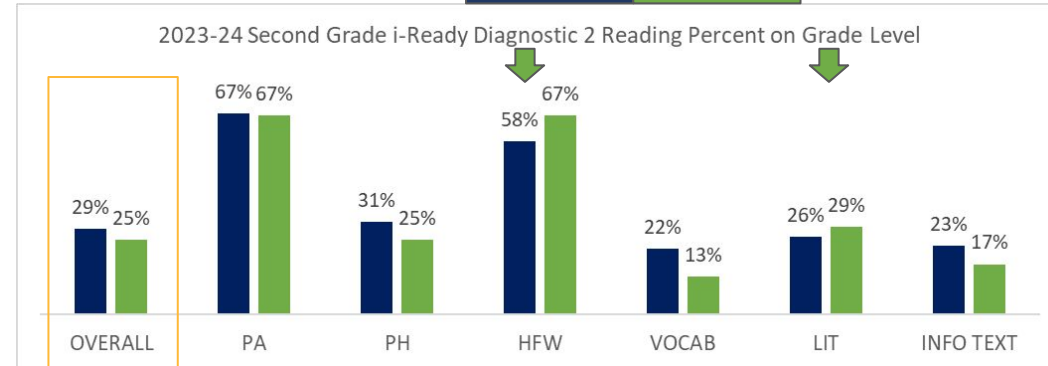
- i-Ready 25% on grade level reading (4% gap to district)
- Curriculum Engagement:
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading Minutes: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Lessons: On Target (most recent month) ([slide 36](#))
- 5 English Learners (+2 RFEP)

Strengths

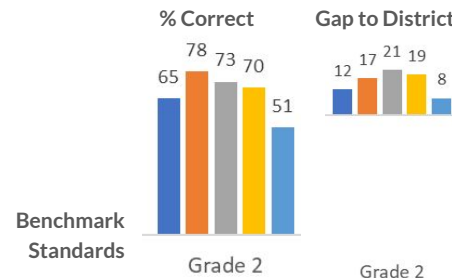
- Percent of students 2 or more below decreased from prior year
- High-Frequency Words and Literature percent on grade level was higher than the district
- Percent correct was higher than the district in all standards on Benchmark

Opportunities

- Phonics, Vocabulary, and Informational Text percent on grade level was lower than the district



	Reading On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	5.7%	3.3%	21.7%	20.0%	46.7%	39.1%	74.3%	50.0%	39.1%
D2	10.3%	25.0%	25.0%	35.9%	32.1%	41.7%	53.8%	42.9%	33.3%
D3	27.0%	34.5%		35.1%	31.0%		37.8%	34.5%	
	Reading Met Typical Growth								
	2021-22	2022-23	2023-24						
D2	51.4%	51.9%	45.8%						
D3	63.9%	58.6%							



Language	Reading Informational Text
Reading Foundational	Reading Literature
	Writing

2nd Grade Math

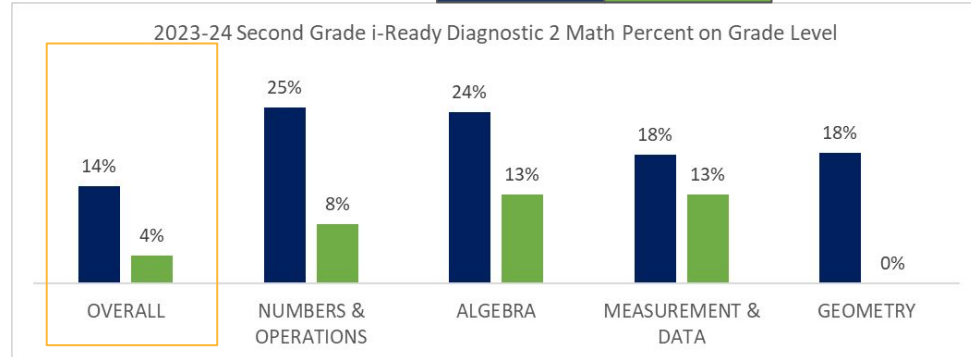


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Math On Grade Level

	2021-22	2022-23	2023-24
D1	(Blank)	(Blank)	(Blank)
D2	7.7%	14.8%	4.2%
D3	13.5%	17.2%	

Math % 1 GL Below

	2021-22	2022-23	2023-24
D1	18.4%	43.3%	56.5%
D2	48.7%	48.1%	70.8%
D3	59.5%	62.1%	

Math % 2 or More Below

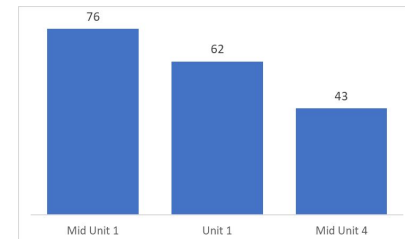
	2021-22	2022-23	2023-24
D1	81.6%	56.7%	43.5%
D2	43.6%	37.0%	25.0%
D3	27.0%	20.7%	

Ready Math

Math Met Typical Growth

	2021-22	2022-23	2023-24
D2	73.0%	38.5%	41.7%
D3	59.5%	34.5%	

Average Percent Correct by Unit



Key Metrics

- i-Ready 4% on grade level reading (10% gap to the district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 31](#))
 - i-Ready Math Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- 69% Percent correct on Ready Math Unit Assessments

Strengths

- Percent of students 2+ Below decreased 20% since the beginning of the year and is 12% less than prior year
- Percent of students meeting their typical growth increased versus prior year

Opportunities

- Geometry is the lowest domain with 0% of students on grade level

3rd Grade ELA

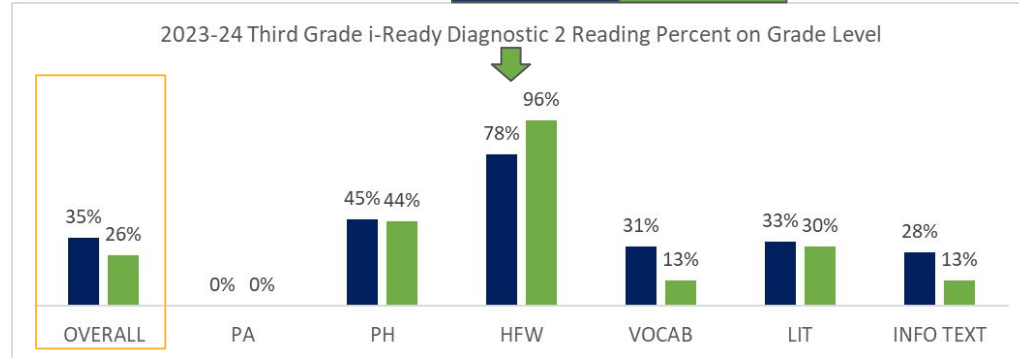


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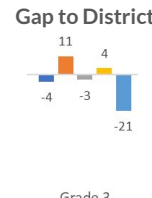
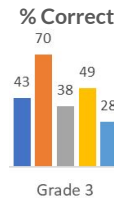
District School



	Reading On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below				
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24		
D1	15.4%	10.0%	13.0%	D1	15.4%	10.0%	26.1%	D1	69.2%	80.0%	60.9%
D2	36.8%	18.9%	26.1%	D2	13.2%	27.0%	30.4%	D2	50.0%	54.1%	43.5%
D3	48.8%	27.8%		D3	14.6%	13.9%		D3	36.6%	58.3%	

	Reading Met Typical Growth		
	2021-22	2022-23	2023-24
D2	71.1%	56.8%	52.2%
D3	78.0%	50.0%	

Benchmark Standards



Language Reading Informational Text
Reading Foundational Reading Literature
Writing

Key Metrics

- **i-Ready 26%** on grade level reading (9% gap to district)
- **Curriculum Engagement:**
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading Pathway **Minutes:** Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway **Lessons:** Below Target (most recent month) ([slide 36](#))
- **11 English Learners** (4 RFEF students)

Strengths

- **Percent of students on grade level** increased versus prior year AND percent of students 2+ below decreased
- **High Frequency Words** percent on grade level was significantly higher than the district

Opportunities

- **Writing** percent correct in Benchmark has a 21% gap to the district
- Percent of students meeting their **typical growth** is slightly lower than prior year (56.8% to 52.5%)
- **Vocabulary and Informational Text** were the lowest percent on grade level and had the largest gaps to the district

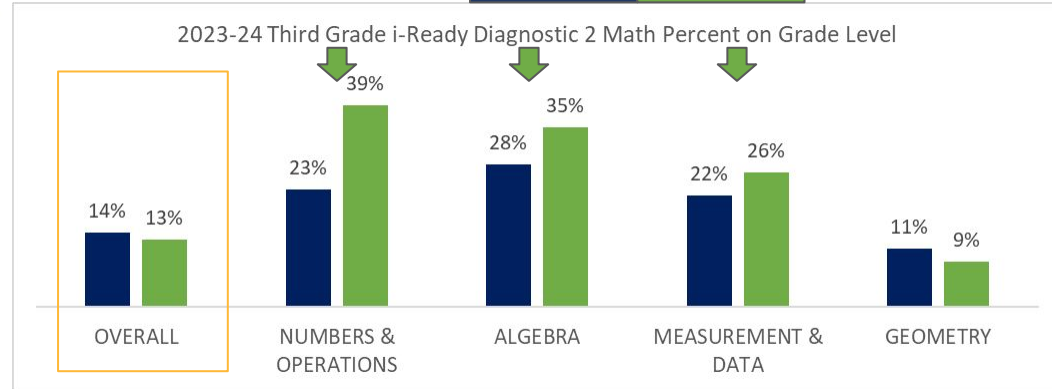
3rd Grade Math



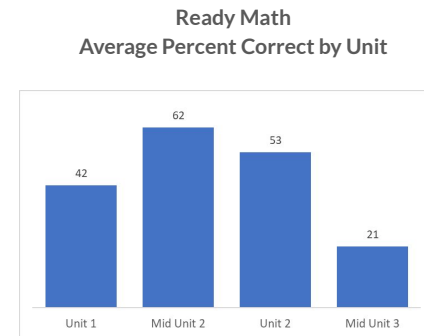
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	Math On Grade Level			Math % 1 GL Below		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	(Blank)	2.5%	4.3%	D1	32.5%	12.5%
D2	15.8%	2.7%	13.0%	D2	50.0%	56.8%
D3	41.5%	16.7%		D3	39.0%	52.8%
	Math % 2 or More Below			Math Met Typical Growth		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	67.5%	85.0%	65.2%	D2	81.6%	62.2%
D2	34.2%	40.5%	30.4%	D3	78.0%	44.4%
D3	19.5%	30.6%				



Key Metrics

- i-Ready 13% on grade level reading (1% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 31](#))
 - i-Ready Math Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway Lessons: Met Target (most recent month) ([slide 38](#))

Strengths

- Percent of students on grade level increased 10% versus last year
- Percent of students 2+ below grade level decreased 10% versus prior year
- Numbers & Operations percent on grade level is higher than district

Opportunities

- Geometry percent on grade level is the lowest percent on grade level and is lower than the district
- Students meeting their typical growth goal decreased

4th Grade ELA



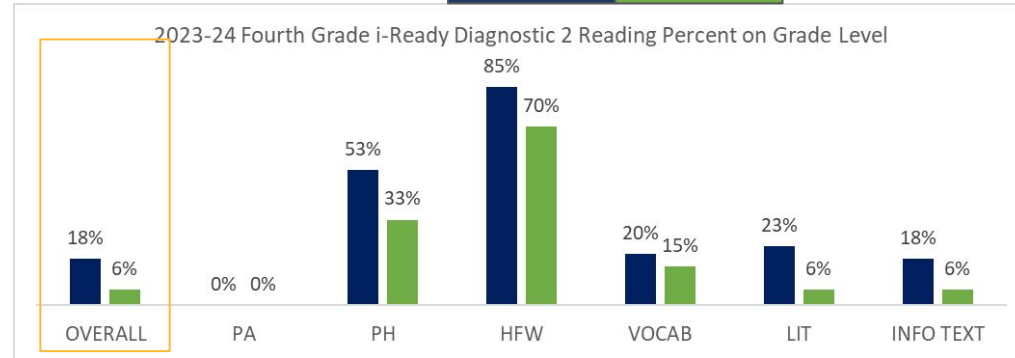
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Key Metrics

- i-Ready 6% on grade level reading (12% gap to district)
- Curriculum Engagement:
 - Benchmark: Some (slide 27)
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) (slide 35)
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) (slide 36)
- 17 English Learners (0 RFP)



Strengths

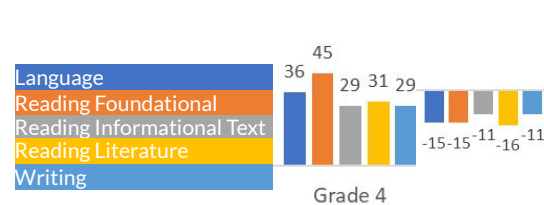
- Percent of students meeting their typical growth goal increased from prior year
- Listening had the highest percent near standard on CAASPP last year at 64%

Reading On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below			Reading Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24	
D1	8.6%	12.5%	6.1%	D1	37.1%	31.3%	9.1%	D1	54.3%	56.3%	84.8%	
D2	24.4%	20.0%	6.1%	D2	36.6%	24.4%	24.2%	D2	39.0%	55.6%	69.7%	
D3	18.9%	23.4%		D3	40.5%	23.4%		D3	40.5%	53.2%		
									D2	82.5%	60.0%	62.5%
									D3	62.2%	42.6%	

Opportunities

- Percent of students on grade level was lower than prior year
- Benchmark standards show a gap to the district
- Writing had the highest Below Standard percent on CAASPP last year at 72%

Benchmark Standards % Correct Gap to District



CAASPP ELA Areas (prior year 3rd grade)

	Research/Inquiry	Listening	Writing	Reading
Below Standard	44%	36%	72%	44%
Near Standard	56%	64%	28%	53%
Above Standard	0%	0%	0%	3%

Grade 4

4th Grade Math



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District School

Key Metrics

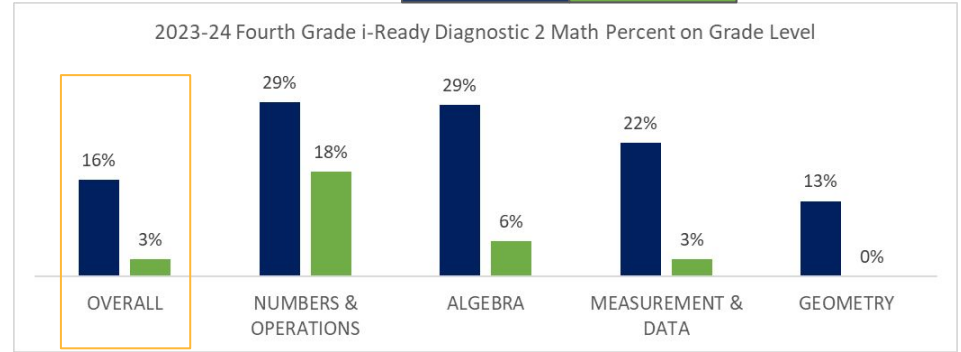
- i-Ready 3% on grade level reading (13% gap to district)
- Curriculum Engagement:
 - Ready Math: Minimal ([slide 31](#))
 - i-Ready Math Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- 35% Percent correct on Ready Math Unit Assessments

Strengths

- Numbers & Operations is the domain with the highest percent on grade level

Opportunities

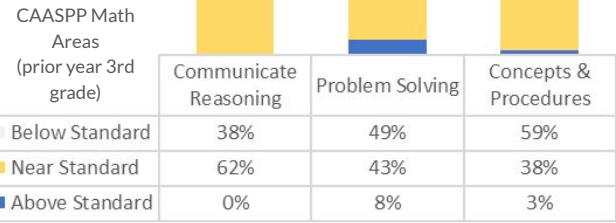
- Percent of students on grade level decreased since fall
- Geometry has no students on grade level, a 13% gap to the district



Math On Grade Level	2021-22		2022-23		2023-24	
	D1	5.1%	2.1%	3.0%	23.1%	41.7%
D2	9.8%	15.6%	2.9%	31.7%	31.1%	44.1%
D3	16.2%	25.0%		40.5%	31.3%	

Math % 1 GL Below	2021-22		2022-23		2023-24	
	D1	23.1%	41.7%	12.1%	52.5%	40.0%
D2	31.7%	31.1%	44.1%	62.2%	37.5%	
D3	40.5%	31.3%				

Math % 2 or More Below	2021-22		2022-23		2023-24	
	D1	71.8%	56.3%	84.8%	52.5%	40.0%
D2	58.5%	53.3%	52.9%	62.2%	37.5%	
D3	43.2%	43.8%				



Ready Math Average Percent Correct by Unit



5th Grade ELA



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District School

Key Metrics

- i-Ready 11% on grade level reading (8% gap to district)
- Curriculum Engagement:
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 36](#))
- 12 English Learners (+7 RFEP)

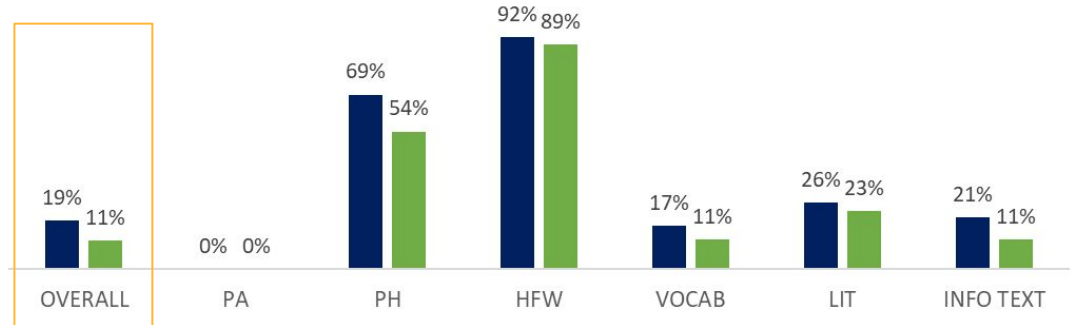
Strengths

- Percent correct on Benchmark for Reading Foundational skills is the highest at 68% and was 10% higher than the district

Opportunities

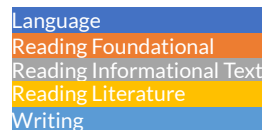
- Percent on grade level was lower than the district
- Percent 2+ below grade level increased 14% versus prior year
- Writing had the highest percent Below Standard on CAASPP last year at 70%

2023-24 Fifth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

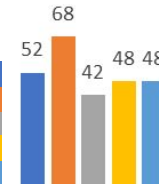


Reading On Grade Level	2021-22			2022-23			2023-24		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	15.8%	9.8%	14.3%	10.5%	34.1%	14.3%	73.7%	56.1%	71.4%
D2	13.5%	11.9%	11.4%	16.2%	31.0%	17.1%	70.3%	57.1%	71.4%
D3	15.4%	22.2%		20.5%	24.4%		64.1%	53.3%	

Benchmark Standards



% Correct Gap to District



CAASPP ELA Areas (prior year 4th grade)

	Research/Inquiry	Listening	Writing	Reading
Below Standard	45%	32%	70%	43%
Near Standard	53%	66%	30%	51%
Above Standard	2%	2%	0%	6%

5th Grade Math

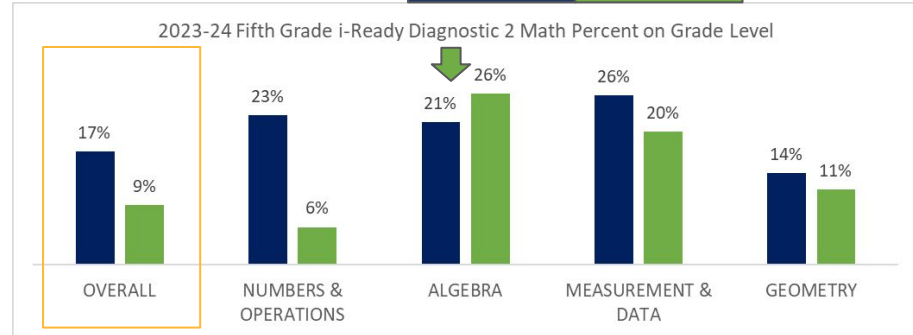


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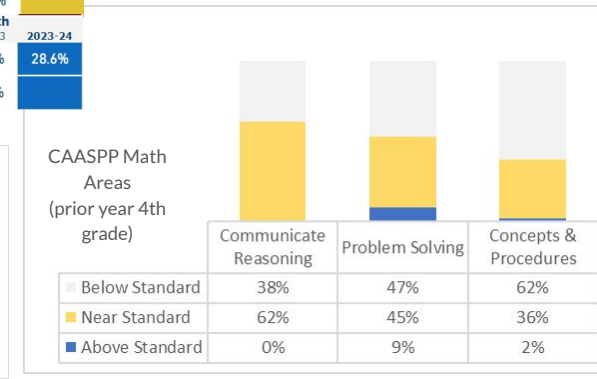
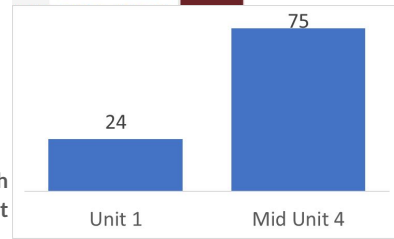
Research and Accountability Department

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District School



Math On Grade Level				Math % 1 GL Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	9.8%	5.7%	D1	31.6%	26.8%	45.7%
D2	8.1%	7.3%	8.6%	D2	32.4%	31.7%	37.1%
D3	20.5%	17.8%		D3	15.4%	28.9%	
Math % 2 or More Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	68.4%	63.4%	48.6%	D2	62.2%	40.0%	28.6%
D2	59.5%	61.0%	54.3%	D3	51.3%	37.8%	
D3	64.1%	53.3%					



Key Metrics

- i-Ready 9% on grade level reading (8% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 31](#))
 - i-Ready Math Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway Lessons: Met Target (most recent month) ([slide 38](#))

Strengths

- Percent of students on grade level increased versus prior year
- Percent of students on grade level in Algebra is higher than the district

Opportunities

- Students meeting typical growth decreased versus prior year
- Numbers & Operations has the largest percent of students on grade level gap to the district

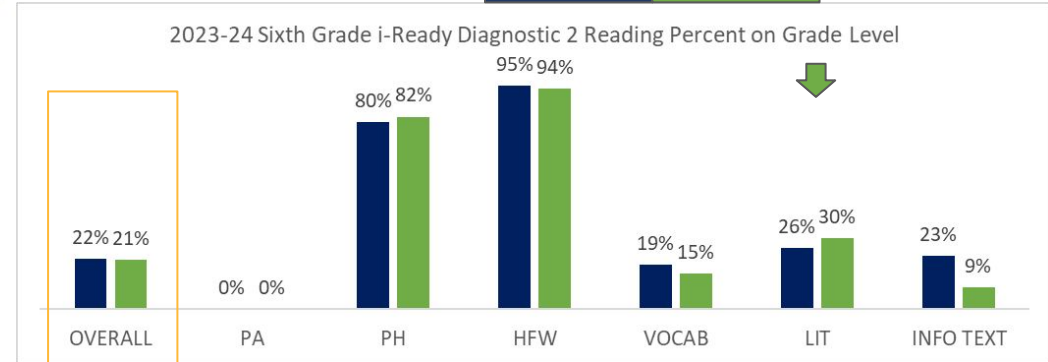
6th Grade ELA



Research and Accountability Department

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Reading	On Grade Level			Reading	% 1 GL Below			Reading	% 2 or More Below			Reading	Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	9.8%	7.3%	9.7%	D1	19.6%	9.8%	25.8%	D1	70.6%	82.9%	64.5%	D2	61.2%	69.0%	60.6%
D2	14.0%	19.0%	21.2%	D2	38.0%	14.3%	24.2%	D2	48.0%	66.7%	54.5%	D3	71.2%	64.3%	
D3	35.2%	14.3%		D3	16.7%	16.7%		D3	48.1%	69.0%					

Key Metrics

- **i-Ready 21%** on grade level reading (1% gap to district)
- **Curriculum Engagement:**
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading Pathway **Minutes:** Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway **Lessons:** Below Target (most recent month) ([slide 36](#))
- **12 English Learners (+7 RFEP)**

Strengths

- **Percent of students on grade level** increased versus prior year
- Percent of students on grade level in **Literature** was higher than the district

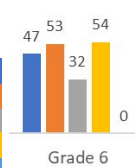
Opportunities

- Students meeting their **typical growth** decreased versus prior year
- **Writing** had the highest percent below standard on CAASPP last year at 53%

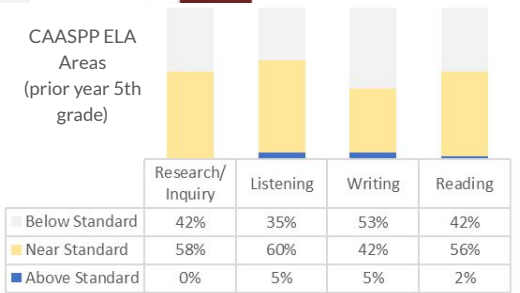
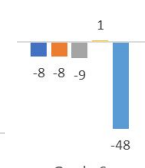
Benchmark Standards

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

% Correct



Gap to District



6th Grade Math

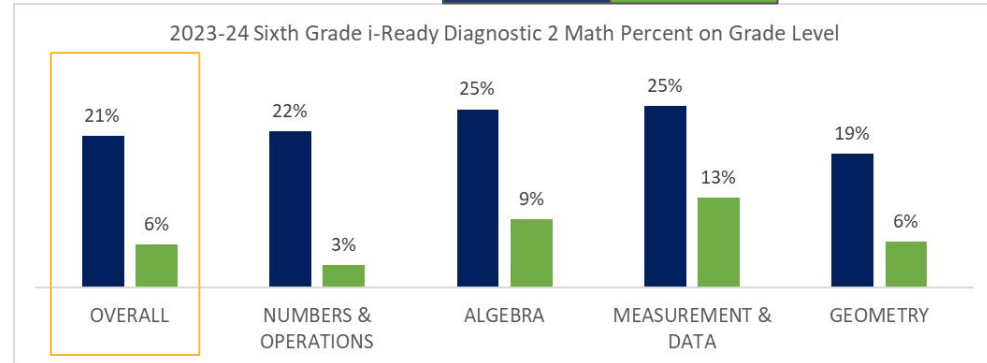


Stockton Unified School District
Since 1952

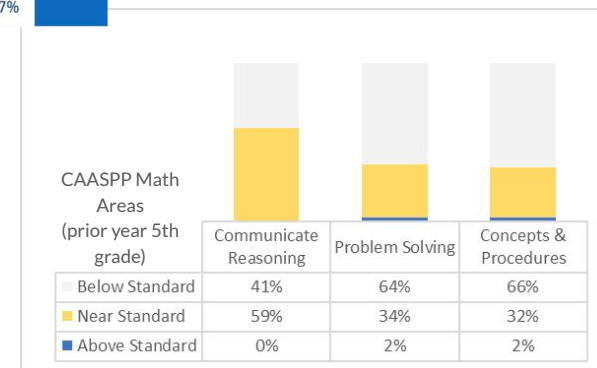
Research and Accountability Department

Empowering with data.

District School



Math On Grade Level	2021-22	2022-23	2023-24	Math Met Typical Growth	2021-22	2022-23	2023-24
	D1	1.9%	(Blank)		3.2%	D2	68.8%
D2	8.2%	17.1%	6.3%	D3	76.9%	66.7%	
D3	24.1%	23.8%					
Math % 1 GL Below							
D1	18.5%	30.0%	32.3%				
D2	36.7%	17.1%	34.4%				
D3	31.5%	14.3%					
Math % 2 or More Below							
D1	79.6%	70.0%	64.5%				
D2	55.1%	65.9%	59.4%				
D3	44.4%	61.9%					



Key Metrics

- **i-Ready 6%** on grade level reading (+15% gap to district)
- **Curriculum Engagement:**
 - Ready Math: None ([slide 31](#))
 - i-Ready Math Pathway **Minutes:** Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway **Lessons:** Met Target (most recent month) ([slide 38](#))
- No Ready Math Data available

Strengths

- **Percent of students on grade level** increased since the fall administration
- **Percent of students 2+ below** students decreased since prior year

Opportunities

- **Percent of students on grade level** has a significant gap to the district
- **Percent of students meeting their typical growth** decreased versus prior year

7th Grade ELA



Stockton Unified School District
Since 1952

Research and Accountability Department

Empowering with data.

District School

Key Metrics

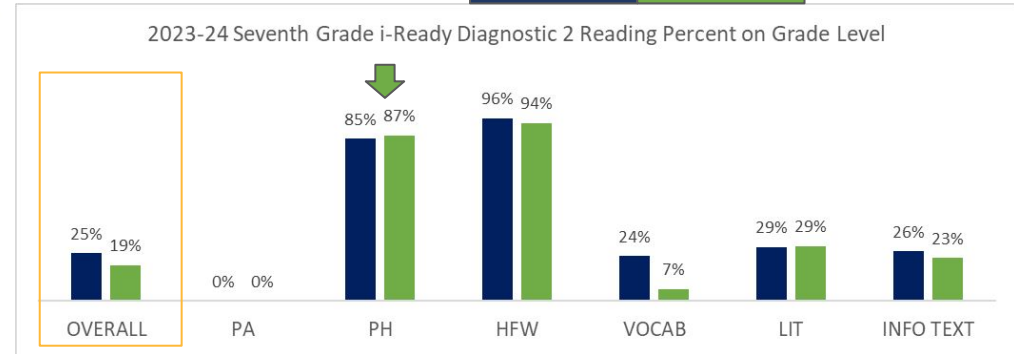
- i-Ready 19% on grade level reading (6% gap to district)
- Curriculum Engagement:
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway Lessons: Met Target (most recent month) ([slide 36](#))
- 11 English Learners (+8 RFEP)

Strengths

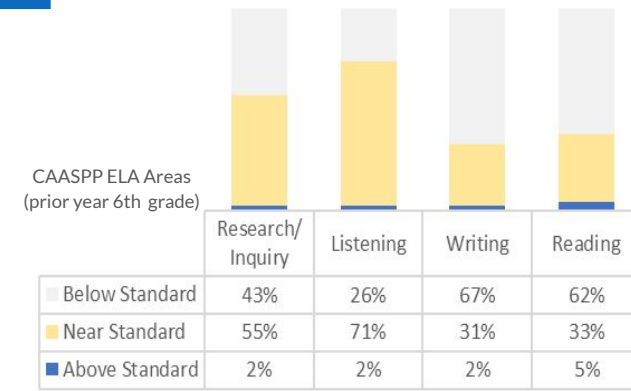
- Percent on grade level increased versus prior year
- Percent of students 2+ below decreased versus prior year
- Percent of students meeting their typical growth goal increased versus prior year

Opportunities

- Vocabulary had the lowest percent on grade level
- Writing had the highest percent below standard at 67% (CAASPP prior year)

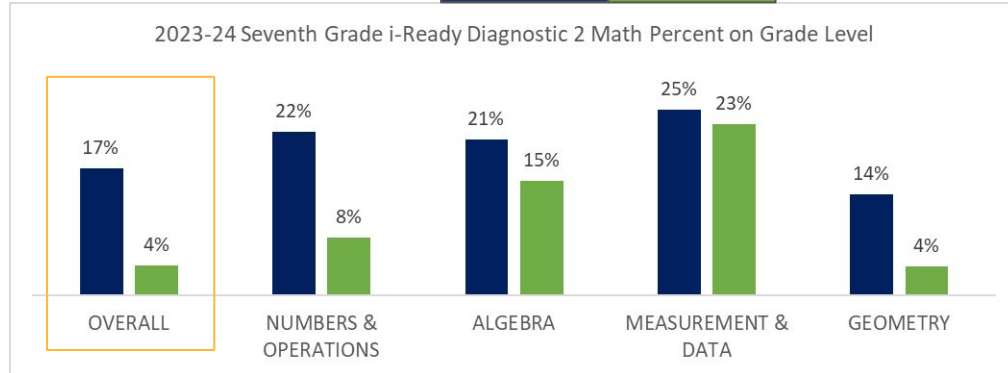


	Reading On Grade Level			Reading Met Typical Growth		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	21.7%	22.6%	20.6%	D2 79.2%	44.3%	48.3%
D2	23.1%	13.8%	19.4%	D3 53.8%	54.4%	
D3	22.2%	27.5%				
	Reading % 1 GL Below					
	2021-22	2022-23	2023-24			
D1	(Blank)	9.7%	8.8%			
D2	11.5%	20.0%	19.4%			
D3	18.5%	15.9%				
	Reading % 2 or More Below					
	2021-22	2022-23	2023-24			
D1	78.3%	67.7%	70.6%			
D2	65.4%	66.2%	61.3%			
D3	59.3%	56.5%				



7th Grade Math

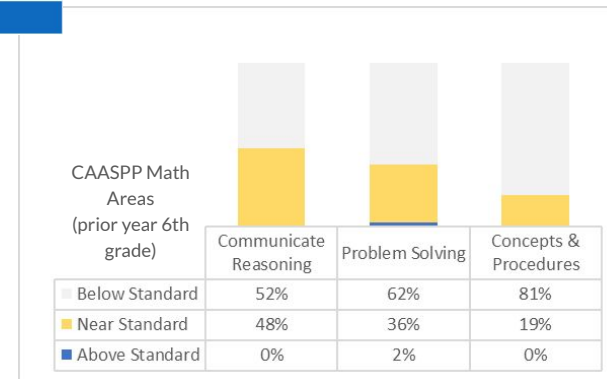
District School



Math On Grade Level	2021-22	2022-23	2023-24	Math Met Typical Growth	2021-22	2022-23	2023-24
	D1	3.7%	3.2%		14.7%	D2	68.0%
D2	7.7%	4.8%	3.8%	D3	65.4%	44.9%	
D3	22.2%	15.3%					

Math % 1 GL Below	2021-22	2022-23	2023-24
	D1	18.5%	19.4%
D2	42.3%	31.7%	30.8%
D3	22.2%	19.4%	

Math % 2 or More Below	2021-22	2022-23	2023-24
	D1	77.8%	77.4%
D2	50.0%	63.5%	65.4%
D3	55.6%	65.3%	



Key Metrics

- **i-Ready 4%** on grade level reading (+13% gap to district)
- **Curriculum Engagement:**
 - Ready Math: None ([slide 31](#))
 - i-Ready Math Pathway **Minutes:** Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway **Lessons:** Below Target (most recent month) ([slide 38](#))
- No Ready Math Unit Assessments Available

Strengths

- **Measurement & Data** has the highest percent of students on grade level

Opportunities

- There is a significant gap to the district in **percent of students on grade level**
- The percent of students meeting their **typical growth** goal decreased versus prior year
- **Geometry** is the domain with the lowest percent of students on grade level at 4%

8th Grade ELA



Stockton Unified School District
Since 1952

Research and Accountability Department

Empowering with data.

District School

Key Metrics

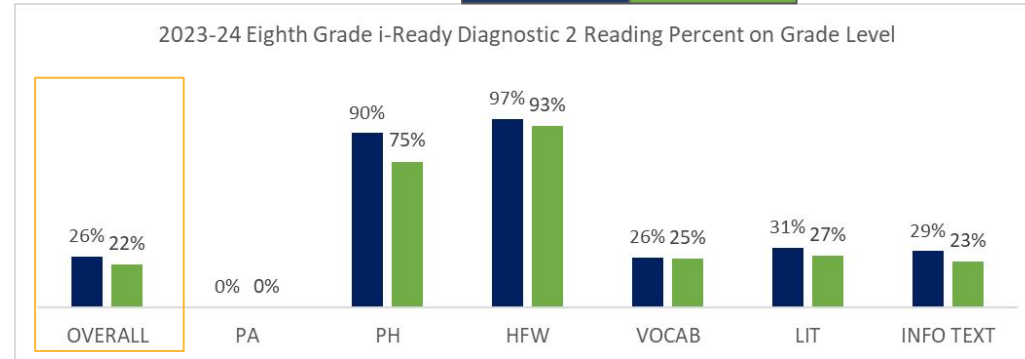
- i-Ready 22% on grade level reading (+4% gap to district)
- Curriculum Engagement:
 - i-Ready Reading Pathway **Minutes**: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway **Lessons**: Below Target (most recent month) ([slide 36](#))
- 21 English Learners (+24 RFEP)

Strengths

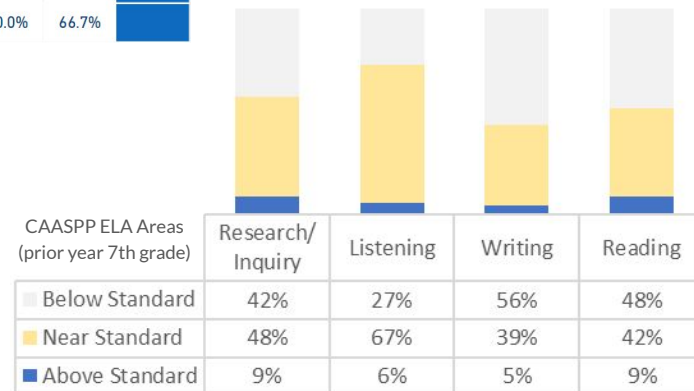
- Percent of students meeting their **typical growth goals** increased versus last year

Opportunities

- **Informational Text** had the lowest percent on grade level and a 6% gap to the district
- **Writing** had the highest below standard on CAASPP at 56% (7th grade last year)



	Reading On Grade Level				Reading Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	15.8%	29.6%	19.4%	D2	60.0%	59.3%	67.3%
D2	29.3%	39.3%	21.7%	D3	70.0%	66.7%	
D3	40.0%	33.3%					
Reading % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	21.1%	18.5%	16.4%				
D2	9.8%	10.7%	25.0%				
D3	10.0%	25.9%					
Reading % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	63.2%	51.9%	64.2%				
D2	61.0%	50.0%	53.3%				
D3	50.0%	40.7%					



8th Grade Math

District School

Key Metrics

- i-Ready 17% on grade level reading (+1% gap to district)
- **Curriculum Engagement:**
 - Ready Math: None ([slide 31](#))
 - i-Ready Math Pathway **Minutes:** Below Target (most recent month) ([slide 37](#))
 - i-Ready Math Pathway **Lessons:** Met Target (most recent month) ([slide 38](#))
- No Ready Math data available

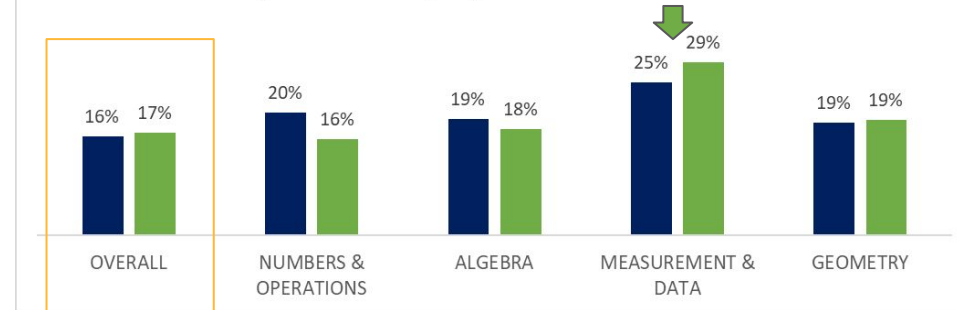
Strengths

- **Percent on grade level** is higher than the district
- Percent of students meeting their **typical growth goals** increased versus prior year
- Percent of students on grade level for **Measurement & Data** was higher than the district

Opportunities

- **Numbers & Operations and Algebra** are lower than the district
- **Percent of students 2+ below** increased versus prior year

2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

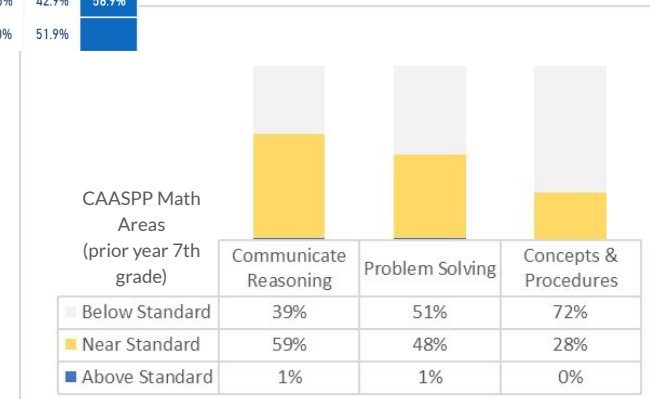


Math On Grade Level	Math Met Typical Growth		
	2021-22	2022-23	2023-24
D1	5.0%	6.9%	9.1%
D2	14.6%	17.9%	17.5%
D3	32.5%	22.2%	

Math % 1 GL Below	Math % 2 or More Below		
	2021-22	2022-23	2023-24
D1	30.0%	37.9%	21.2%
D2	22.0%	21.4%	15.9%
D3	17.5%	18.5%	

Math % 2 or More Below	Math % 1 GL Below		
	2021-22	2022-23	2023-24
D1	65.0%	55.2%	69.7%
D2	63.4%	60.7%	66.7%
D3	50.0%	59.3%	

Math % 2 or More Below	Math % 1 GL Below		
	2021-22	2022-23	2023-24
D1	65.0%	55.2%	69.7%
D2	63.4%	60.7%	66.7%
D3	50.0%	59.3%	



Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CaSTRS	California State Teachers' Retirement System (Outside CDE Source)
CaWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov