

Board Approved  
June 17, 2025



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary	01-61291-6002448	May 5, 2025	June 17, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to

achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

## Plan Purpose

Roosevelt Elementary has not been identified for Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI). For the 2025–2026 school year, we are operating under a **Schoolwide Program**.

Our Schoolwide Program for the 2025-2026 school year focuses on two critical areas: improving English Learner (EL) reclassification rates and reducing Students with Disabilities, African American and Asian chronic absenteeism rates. By implementing targeted interventions, professional development for staff, and culturally responsive practices, we aim to provide EL students with the necessary language support to achieve fluency and academic success, while also addressing absenteeism disparities through creating student belonging through restorative justice strategies and positive behavior interventions. This plan reflects our commitment to closing achievement gaps and ensuring that every student receives the support needed to excel.

Based on our data, our School Wide focus for 2025-26 will be Writing, ELD, and we will continue to focus on our students with IEP's in all areas. We will continue to focus support for our African American students, to build on their gains and help them continue their growth towards meeting standards. We will continue to focus on attendance as we have been successful in lowering our chronic absenteeism and have more work to do in that area. Based on our strong data from the California Healthy Kids Surveys, and other feedback from our LCAP sessions, we will continue our work using ToolBox, as our anchor for our Social Emotional Teaching and Learning.

## Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

Our School Plan for Student Achievement (SPSA) for the 2025-2026 school year is dedicated to enhancing academic English proficiency for all students through the integrated implementation of designated English Language Development (ELD) routines across all content areas. To support this effort, teachers will receive targeted professional development led by the Instructional Leadership Team (ILT) to ensure alignment and effective instructional practices. This plan underscores our commitment to closing achievement gaps and providing equitable access to high-quality education, ensuring that every student receives the support they need to thrive academically.

**Goal 1: Universally Designed Teaching and Learning for College and Career Success**

We are strengthening Tier 1 instruction and small group supports to ensure all students access high-quality, grade-level content. Our targeted focus is on increasing English Learner reclassification through consistent designated ELD, improved progress monitoring, and language-rich learning environments.

**Goal 2: Positive School Climate and School Connectedness**

We are prioritizing social-emotional learning for our upper grade students—especially in grades 3–5—as they navigate internal changes and external pressures tied to identity, peer dynamics, and increased exposure to social media. SEL instruction is embedded into daily classroom routines, supported by our counselor, wellness team, and peer connection strategies.

**Goal 3: Equity and Inclusion with Families and Employee Engagement**

Family and staff partnership remains central. We are expanding outreach through Parent Coffee Chats, School Smarts Academy, and family participation in ELAC, SSC, and various parent groups on campus. Professional development for staff focuses on reading and writing strategies, English Language Development routines and data-driven collaboration.

## Education Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

Writing the SPSA and the Annual Review and Update has been an ongoing process of collaboration including our entire school community; primarily our parent groups and our staff. School Site Council meets throughout the year to learn about the process and the plan, including budgetary information. The whole staff meets regularly and through our collaboration process gives feedback,

suggestions, and works to implement the plan. As we move through the year we work to finalize the SPSA and approve it through School Site Council (SSC) with input from English Learner Advisory Council (ELAC) and other parent leadership groups.

Date	Community Partner Group	Engagement Description
1/23/25	Teachers/Staff	During our staff meeting, we reviewed the CAASPP results data, SPSA goals and reaffirmed our commitment to key strategies: instructional rounds, Coffee and Conversessment, and a continued focus on UFLI, Heggerty, LETRS training, and the Sonday System during intervention. We also emphasized implementing math protocols to strengthen data-driven, evidence-based instruction across all content areas.
2/3/25	SSC Meeting	During our SSC meeting, we reviewed the CAASPP results data, SPSA goals and key strategies: instructional rounds, Coffee and Conversessment, UFLI, Heggerty, LETRS training, Sonday System for intervention, and math protocols. We also discussed exploring the role of a school librarian and its potential benefits to student learning and instructional support.
2/4/25	ELAC Meeting	During our SSC meeting, we reviewed CAASPP results and SPSA goals, highlighting strategies like instructional rounds, Coffee and Conversessment, UFLI, Heggerty, LETRS training, and the Sonday System. We emphasized continued focus on foundational literacy and data-driven practices. The team also suggested targeted tutoring support for English Learner students.
2/5/25	Families	During our Parent Coffee Chat and engagement meetings, we reviewed CAASPP results, SPSA goals, and key strategies like instructional rounds, Coffee and Conversessment, UFLI, Heggerty, LETRS, and Sonday System. We discussed after-school programs,
2/10/25	Families	

		intervention strategies, and shared ways parents can support learning at home through reading and routines.
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## Comprehensive Needs Assessment

### Student Demographics 2024-25

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
524	60	10	241	59			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
54	118	181	64	12	3	2	57

### CA School Dashboard 2024

Roosevelt Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	EL Progress
All Students	28.7 pts -1.6 pts 246	5.3 pts -0.6 pts 245	3.6 pts ↑ 7.4 pts 85	14.9% ↓ 6.6% 556	0.2% ↓ 0.6% 558	
English Learners	-16.9 pts -2.5 pts 32	-17.6 pts ↑ 12.8 pts 32	-11.2 pts ↓ 2.4 pts 12	23% ↓ 7.4% 61	0% 0% 63	55.6% ↓ 6.9% 36
Long-term EL	**	**	**	**	**	

<b>Foster Youth</b>	**	**	**	**	**	
<b>Homeless</b>	**	**	**	**	**	
<b>Socioeconomically Disadvantaged</b>	-6.3 pts 2.6 pts 121	-32.9 pts ↓ 5.9 pts 121	-4.3 pts ↑ 8.4 pts 43	26.6% ↓ 5.5% 256	0% ↓ 0.8% 257	
<b>Students with Disabilities</b>	-67 pts ↓ 40.4 pts 32	-63.6 pts ↓ 31.2 pts 32	**	25% ↓ 10% 68	0% ↓ 1.6% 68	

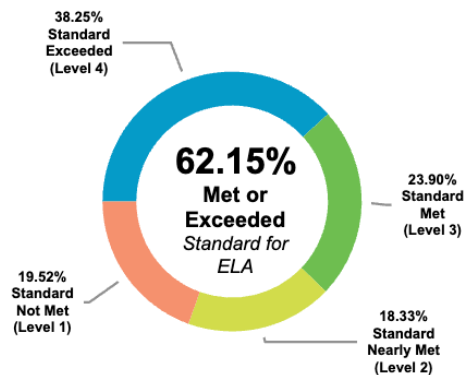
<b>Roosevelt Student Group</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Chronic Absenteeism</b>	<b>Suspension</b>
<b>All Students</b>	28.7 pts -1.6 pts 246	5.3 pts -0.6 pts 245	3.6 pts ↑ 7.4 pts 85	14.9% ↓ 6.6% 556	0.2% ↓ 0.6% 558
<b>African American</b>	-12.8 pts ↓ 23.4 pts 28	-23.6 pts -1.3 pts 28	**	16.2% ↑ 2.3% 68	0% ↓ 6% 68
<b>American Indian or Alaska Native</b>	**	**	**	**	**
<b>Asian</b>	53.9 pts ↑ 15.8 pts 29	47.7 pts ↑ 13.2 pts 29	3.6 pts 14	9% ↑ 2.8% 67	0% 0% 67

<b>Filipino</b>	**	**	**	0% 15	0% 0% 15
<b>Hispanic</b>	4.3 pts ↑ 6.2 pts 87	-21.1 pts ↑ 10.6 pts 87	-2.1 pts ↑ 9 pts 29	23.8% ↓ 6.9% 185	0% 0% 187
<b>Native Hawaiian or Pacific Islander</b>	**	**	**	**	**
<b>White</b>	66.2 pts ↓ 4.4 pts 52	33.3 pts ↓ 17.1 pts 52	11.2 pts ↓ 0.2 pts 22	6.2% ↓ 12.2% 130	0.8% ↑ 0.8% 130
<b>Two or more races</b>	63.1 pts ↓ 7.9 pts 24	6.7 pts ↓ 30.7 pts 24	**	13.8% ↓ 9.2% 87	0% 0% 87

## CAASPP/ELPAC Results

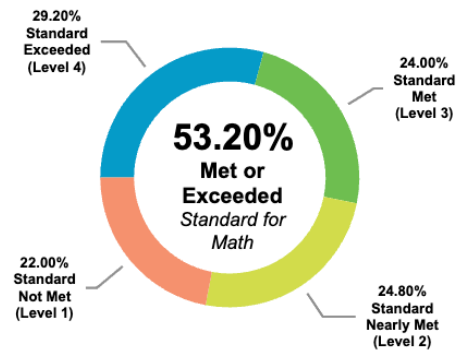
### ELA

Percent of students within each achievement level



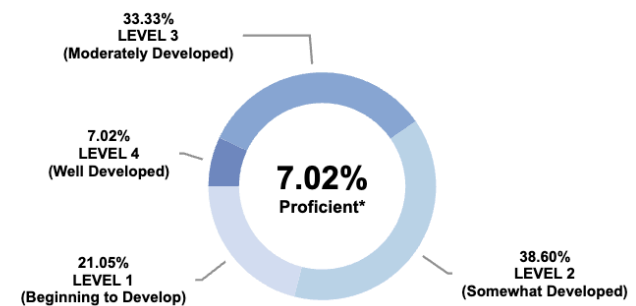
### Mathematics

Percent of students within each achievement level



### English Language Proficiency for Summative ELPAC

Percent of students within each performance level



# California Healthy Kids Survey

Parent Surveys	All %
<b>Parent Involvement</b>	
• Promotion of parent involvement	53
• Parental Involvement in school	71
• School encourages me to be an active partner	53
• School actively seeks the input of parents	33
• Parents feel welcome to participate at this school	63
<b>School Supports for Students</b>	
• Student learning environment	47
• School is a safe place for my child	56
• School motivates students to learn	50
• School has adults who really care about students	62
• Opportunities for meaningful student participation	43
• Communication with parents about school	60
• Teachers responsive to child's social and emotional needs	97
• School provides parents with advice and resources to support my child's social and emotional needs	76



<b>5th Grade Student Surveys</b>		<b>All %</b>
<b>Student Engagement and Supports</b>		
• School Connectedness		77
• Academic motivation		80
• School boredom		51
• Caring adults in school		76
• High expectations-adults in school		86
• Meaningful participation		38
• Parent involvement in schooling		64
• Social and emotional learning supports		68
• Anti Bullying climate		67
<b>School Safety and Cyberbullying</b>		
• Feel safe at school		83
• Feel safe on way to and from school		90
• Been hit or pushed		50
• Mean rumors spread about you		52
• Called bad names or target of mean jokes		69
• Saw a weapon at school		12
• Cyberbullying		31

<b>School Disciplinary Environment</b>	
• Rule clarity	67
• Students well behaved	21
• Students treated fairly when break rules	47
• Students treated with respect	84

<b>Staff Surveys</b>		<b>All %</b>
<b>School Supports for Students</b>		
• Caring adult relationships		37
• High expectations-adults in school		49
• Student meaningful participation		35
• Promotion of parental involvement		44
• Student learning environment		50
• Support for social emotional learning		39
• Provides adequate counseling support services		23
• Anti Bullying climate		34
<b>School Supports for Staff</b>		
• Staff working conditions		49
• Staff collegiality		44

<b>School Safety</b>	
• Is a safe place for staff	51
• Is a safe place for students	51
• Has sufficient resources to create a safe campus	25
<b>Fairness, Rule Clarity and Respect for Diversity</b>	
• Fairness and rule clarity	25
• Respect for Diversity	40
<b>Academic Motivation and Student Behavior</b>	
• Students are motivated to complete schoolwork	21
• Students readiness to learn	21
• Cutting classes or being truant moderate/severe problem	3
• Harassment/bullying moderate/severe problem	21

Percentage based on “*Strongly Agree*” across survey questions that comprise the scale.

## ELPAC Needs Assessment Data

Question:	Yes	No	I don't know
Do you know what ELAC is?	63%	20%	17%

Are you invited to attend ELAC meetings at your school?	57%	23%	20%
Are the English Learner reclassification criteria and data explained and discussed at your school?	50%	20%	30%
Are you informed about the programs and supports the school has for your student as an English Learner?	47%	33%	20%

\*\*Surveys were sent to families to fill out in the Spring of 2025. Responses are given in percentages. 30 surveys were returned.

## Data Analysis

When we examine our data, we see the story of our school unfolding. Our largest student groups are Latino and White students, with an increase in socioeconomically disadvantaged students and newcomers. We recognize that our students are generally performing farther from standards in Math compared to ELA. However, we are seeing positive trends in chronic absenteeism, which is decreasing across all student groups. We will continue our focus on ensuring on-time attendance every day for all students.

**Green Indicators** show strong performance for:

- All students: ELA & Math
- English Learners: Math
- Hispanic: ELA & Math
- White: ELA & Math

**Yellow Indicators** indicate areas for improvement:

- English Learners: ELA

- Socioeconomically Disadvantaged: ELA & Math
- Students with Disabilities: ELA & Math

Students with IEPs and English Learners have higher levels of chronic absenteeism(ELL 23%; SwD 25%) as compared to all students(14.9%). Students in both groups participate in the Learning Academies in grades 1st-3rd and intervention support (K-5) to address academic needs. .

We were encouraged by the 7% of English Learners reaching the Well Developed (Level 4) on the ELPAC summative test this spring. However, we recognize there is much more work to do in supporting our English Learners and other subgroups.

#### **Parent Engagement:**

The California Healthy Kids Survey (CHKS) reveals that 71% of parents are involved in their child's education, 62% feel that adults at the school genuinely care about their child, and 50% feel the school motivates their child to learn. While these results are promising, there is clear opportunity for improvement in strengthening school motivation and increasing parent engagement.

#### **Student Engagement:**

The CHKS data also highlights strong student engagement, with 77% of students feeling connected to school, 76% reporting a caring adult on campus, and 80% feeling academically motivated. However, the 64% recognition of parent involvement suggests room for deeper collaboration between families and the school to further promote student success.

#### **Staff Perception:**

Staff responses show that only 37% feel that students have caring adult relationships at school, 44% feel the school promotes parental involvement, and only 21% believe there is strong student motivation. These low percentages point to critical areas for growth in fostering stronger connections with students, improving staff perceptions of engagement, and creating an environment that supports student motivation and success.

#### **ELAC Needs Survey:**

The ELAC Needs Survey indicates that 63% of families are aware of what ELAC is, but only 57% are invited to meetings. Additionally, half of the respondents feel the reclassification criteria and data are explained, and just 47% feel informed about available English Learner programs and supports. This data shows a significant need for better communication and outreach to

ensure that families of English Learners are fully informed and engaged in their child's education.

## Resource Inequities

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

Our school serves 524 students, including 60 English Learners, 10 Newcomers, 241 socioeconomically disadvantaged students, and 59 students with disabilities. With 181 Hispanic/Latino, 118 White, and 54 Black/African American students among a diverse population, resource inequalities may include limited access to technology, enrichment programs, specialized academic support, and culturally responsive materials. These disparities disproportionately affect English Learners, low-income families, and students with disabilities, emphasizing the need for targeted resources and equity-focused interventions.

## Goals, Strategies, Expenditures, & Annual Review

### Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success

School Goals:

By June 2026, Academic Achievement in ELA and MATH for **All Students**, including English Learners, Students with Disabilities and Socioeconomically Disadvantaged students **will increase** by 10 points and EL progress **will increase** by 10%.

Identified Need:

With 57% math, 62.15% ELA, and only 7.02% ELPAC proficiency, strengthening Tier 1 instruction is critical. High-quality, inclusive instruction must address diverse learning needs, especially for English learners, through scaffolding, language support, and culturally responsive practices to improve access, engagement, and achievement across all content areas for all students.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA.1	Monitor ELA instruction to ensure a comprehensive literacy approach	-TK use the adopted program with a focus on literacy -Grades K-2 teach using the UFLI Foundations and Heggerty Phonemic Awareness curricula	Examples of student work; Teacher notes on UFLI/Heggerty	
ELA.2	Monitor the use of supplemental Academic Vocabulary Toolkit grades 3-5	Daily teaching of AVT using teaching/learning routines to support students	Teacher Daily Lesson plans	Unrestricted \$13, 680
ELA 3	Release teachers to review assessments, analyze data and determine next steps in writing	Implement assessments and reteach areas of non-mastery	Scheduled Coffee and Conversessment (2) dates; grade level assessments; assessment data; and, teacher notes	Unrestricted \$6,900
ELA 4	Release teachers for academic observational rounds in ELA instruction	Demonstrate lessons and visit classrooms for Instructional Rounds	Two scheduled Instructional Rounds(IR) dates and IR notes	Unrestricted \$900
ELA 5	Schedule Action Research Wednesdays to support ELA strategies that will improve literacy and ELA academic growth	Analyze data and determine next steps	Agendas and notes from grade level teams	

ELD.1	Monitor designated ELD instruction	Teach 30 minutes of designated ELD instruction daily	Teacher Daily Lesson plans and classroom schedules reflecting ELD time	
ELD.2	Provide supplemental curriculum for grades K-5 in ELD to support language development growth outcomes	Implement supplemental English 3D curriculum for ELD students	Teacher Daily Lesson plans, peer observations	
ELD.3	Support options for additional family and student connections with 1:1 case management of EL Language Learner families	Provide outreach and support by meeting with parents to answer questions regarding English Language Development	ELPAC Annual Survey indicating more knowledge of the ELD program, ELD Case Manager meetings	
Math.1	Provide training and ongoing coaching for teachers new to SLUSD/Roosevelt in Eureka Math	Implement Eureka Math strategies focusing on core lessons in each grade level	High-quality, inclusive instruction with scaffolding, language support, and culturally responsive practices; improved student performance on STAR assessments	
Math.2	Provide teachers with supports for past math trainings	Access and implement student supports provided by Roosevelt ILT	Lessons that reflect student math talks	
Math.3	Consider math intervention for students through the intervention teacher or in after school programs (Subject to funding availability)	Refer students in most need of math intervention based on classroom data	Math intervention groups; more students showing grade level proficiency in math	



All		Referrals to Summer School for students with highest needs	Number of students attending summer school	
All	Hold SST meeting 8 times per year	Fill out COST forms to identify students with special needs	SST forms completed	Unrestricted \$4,800
All	Purchase supplies for teachers	Use purchase materials to effectively teach students	Purchase orders	Unrestricted \$12,984 LCAP \$11,235

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcomes
2024 CAASPP Overall Distance from standard	<b>ELA: 28.7 points above standard (-1.6)</b> Asian 53.9 points above standard (+15.8) White 66.2 points above standard (-4.4) Two or More Races 63.1 points above Standard (-7.9)  <b>MATH: 5.3 points above standard (-0.6)</b> Asian 47.7 points above standard (+13.2) White 33.3 points above standard (-17.1) Two or More Races 6.7 points above Standard (-30.7)	<b>ELA: 38.7 points above standard</b> Asian 63.9 points above standard White 76.2 points above standard Two or More Races 73.1 point above Standard  <b>MATH: 15.3 points above standard</b> Asian 57.7 points above standard White 43.3 points above standard Two or More Races 16.7 point above Standard
2024 CAASPP Students	ELA: 67 points below standard (-40.4)	ELA: 57 points below standard

with Disabilities distance from standard	MATH: 63.6 points below standard (-31.2)	MATH: 53.6 points below standard
2024 CAASPP African American distance from standard	ELA: 12.8 points below standard (-23.4) MATH: 23.6 points below standard (-1.3)	ELA: 2.8 points below standard MATH: 13.6 points below standard
2024 CAASPP English Learners distance from standard	ELA: 16.9 points below standard (-2.5) MATH: 17.6 points below standard (+12.8)	ELA: 6.9 points below standard MATH: 7.6 points below standard
2024 CAASPP Hispanic distance from standard	ELA: 4.3 points above standard (+6.2) MATH: 21.1 points below standard (+10.6)	ELA: 14.3 points above standard MATH: 11.1 points below standard
2024 CAASPP English Language Progress Indicator	EL Progress (36 students): 55.6% (-6.9%)	EL Progress: 65.6%
English Learner Reclassification	Reclassification during Spring ELPAC was 7%.	Increase the percentage of English learner reclassification to 15%
English Learner Progress	55.6% making progress towards English language proficiency	Increase the percentage of English learners making progress to 60%

## Goal 2

### LCAP Goal 2: Positive School Climate and School Connectedness

School Goal: By **June 2026**, Roosevelt will increase overall school connectedness by 5%, as measured by the California Healthy Kids Survey (CHKS) school connectedness scale and a reduction in chronic absenteeism rates. Strategies will include implementing targeted student engagement initiatives, strengthening adult-student relationships, and promoting inclusive school activities to foster a greater sense of belonging. Progress will be monitored annually through CHKS data and attendance reports.

Identified Need: During the Spring ELPAC, 7% of English Learners were reclassified, with 55.6% making progress toward English language proficiency. Among all students, 14.9% reported having a caring adult at school. On the California Healthy Kids Survey, 76% of students reported caring adults, 86% noted high expectations from adults, and 77% felt connected to school, indicating positive school climate indicators while highlighting areas for continued support in English Learner achievement and relationship-building for all students.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Provide time, training and materials for the Toolbox Project	Teach/implement Toolbox strategies with students through the first 15 day protocols	Toolbox materials in classrooms, students using their tools	
2.2	Provide time for the Wellness Team to revamp the PBIS behavior standards	Teach and Reinforce PBIS behavior standards through the first 15 day protocols	Display of PBIS behavior standards throughout the school for use during all times the school is open including after school programs	Unrestricted \$900
2.3	Schedule and provide time for the Student of the Month (SOTM) Assemblies tied to the graduate profile, attendance and student growth	Nominate SOTM recipients monthly	Parent SOTM assembly attendance	
2.4	Provide time for teachers to create grade level showcase projects/experiences for students	Grade Levels to create "Showcase" projects to highlight the grade level experience for students	Presentation during the BOE Celebrating Schools Event	

2.5	Schedule intervention teacher to provide SEL support for students	Create SEL groups for students to work on: taking turns, appropriate social language, conscious choices, solving conflict, recognizing non-verbal cues, negotiating/navigating social interactions	COST referrals for social groups	
2.6	Secure funding and contracts for Outdoor Education	Plan and take students on Outdoor Education experience	Outdoor Education experience for all 5th grade students	Outdoor Ed \$25,000 LCAP \$15,290
2.7	Secure funding and oversight for afterschool classes	Plan and teach afterschool enrichment and intervention classes	Afterschool class rosters	LCAP \$6,000
2.8	Educate parents on Independent Study Contract (ISC)	Prepare lessons for students during the ISC	Returned and completed ISC	

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	All students 14.9%	Decrease chronic absenteeism to 10%
2024-2025 P2 Attendance Rate	96.19%	Increase P2 attendance rate to 98%
California Healthy Kids Survey (CHKS) -	Caring adults in school	Increase each category by 5%

Students	<p><i>Average reporting “Yes, most of the time” or “Yes, all of the time” 76%</i></p> <p>High expectations-adults in school</p> <p><i>Average reporting “Yes, most of the time” or “Yes, all of the time” 86%</i></p> <p>School connectedness</p> <p><i>Average reporting “Yes, most of the time” or “Yes, all of the time” 77%</i></p>	<ul style="list-style-type: none"> <li>• Caring adults (81%)</li> <li>• High expectations (91%)</li> <li>• School connectedness (82%)</li> </ul>
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## Goal 3

### LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

School Goal: By **June 2026**, Roosevelt Elementary will increase parent involvement and perceptions of caring adult relationships by 5%, as measured by the California Healthy Kids Survey (CHKS). This will be achieved through enhanced family engagement efforts, including regular communication, inclusive school events, and expanded opportunities for parent participation. Staff will also implement strategies to strengthen connections with students and families, with progress reviewed annually through CHKS and family feedback

Identified Need: Survey results show that 71% of students report parent involvement in school, and 60% feel communication with parents is effective. However, only 53% strongly agree the school promotes parental involvement, and just 44% of staff share that view. While 49% of students strongly agree that adults hold high expectations, only 37% strongly agree that caring relationships are present. These findings highlight strengths in engagement and expectations, with opportunities to deepen relationships and improve parent-school collaboration.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Secure funding to pay the office assistant to work additional hours		Timesheets	Unrestricted \$6,000

3.2		5th grade teachers to plan outdoor education experience and 5th grade promotion	Timesheets	Unrestricted \$1,050
3.3	Secure translator/interpreter for parent meetings	Request translation for parent meetings	Translator services billing	Translation \$1,742
3.4	Create a schedule for Playground supervisor to assist outside of lunch duties		Playground Supervisor timesheets	Unrestricted \$1,500
3.5	Provide parent group liaisons: PTA, Dad's Club, Asian American Pacific Islander Family Coalition (AAPIFC), African American Parent Advisory Group (AAPAG), Green Hornets, LGBTQIA+, Voces Unidos	Attend parent group meetings to get information on how we as a staff can support parent groups	Attendance at parent group meetings; notes	
3.6	Administer a schoolwide Parent Reunification Drill	Practice reunification drill protocols and procedures	Scheduled schoolwide drill, parent/teacher feedback	
3.7	Monthly Principal/Parent coffee chats		Calendared events; parent attendance sheets; and, notes	
3.8	Monthly Staff Gatherings: Pickleball, Board Games, etc.			

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS) - Parents	Promotion of parental involvement <i>Average reporting “strongly agree” 53%</i> Communication with parents about school <i>Average reporting “strongly agree” or “Very well” 60%</i> Parental involvement in School <i>Average reporting “yes” 71%</i>	Increase each category by 5% <ul style="list-style-type: none"> <li>• Promotion of parental involvement (58%)</li> <li>• Communication with parents about school (65%)</li> <li>• Parental involvement in school (76%)</li> </ul>
California Healthy Kids Survey (CHKS) - Staff	Caring relationships <i>Average reporting “strongly agree” 37%</i> High Expectations-adults in school <i>Average reporting “strongly agree” 49%</i> Promotion of parental involvement <i>Average reporting “strongly agree” 44%</i>	Increase each category by 5% <ul style="list-style-type: none"> <li>• Caring relationships (42%)</li> <li>• High Expectations (54%)</li> <li>• Promotion of parental involvement (49%)</li> </ul>

## Annual Review

### SPSA Year Reviewed: 2024-25

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

Based on the strategies and activities outlined in the previous School Plan for Student Achievement (SPSA), the academic data demonstrates both progress and areas needing further attention:

### ELA Performance:

- Overall, students are 28.7 points above standard, though this reflects a slight decrease from last year (-1.6 points).
  - **Asian students:** Show significant progress, 53.9 points above standard (+15.8 points).
  - **White students:** 66.2 points above standard, but with a slight decrease (-4.4 points).
  - **Two or More Races:** 63.1 points above standard, experiencing a drop (-7.9 points).
  - **English Learners (EL):** 67 points below standard (-40.4 points), signaling a need for stronger support in language acquisition.

### Math Performance:

- Overall, students are 5.3 points above standard, with a minor decline from last year (-0.6 points).
  - **Asian students:** 47.7 points above standard, reflecting solid growth (+13.2 points).
  - **White students:** 33.3 points above standard, but a noticeable decrease (-17.1 points).
  - **Two or More Races:** 6.7 points above standard, with a significant drop (-30.7 points).
  - **English Learners (EL):** 63.6 points below standard (-31.2 points), indicating the need for intensified support in math.

### Subgroup Performance Below Standard:

- **Socioeconomically Disadvantaged:** ELA 12.8 points below standard (-23.4 points) and Math 23.6 points below standard (-1.3 points).
- **Students with Disabilities:** ELA 16.9 points below standard (-2.5 points) and Math 17.6 points below standard (+12.8 points).



## English Learner Progress:

- Of the 36 English Learners, 55.6% are making progress toward proficiency, though this represents a slight decline (-6.9%) from last year, indicating the need for more targeted strategies for English language development.
- 

## ANALYSIS

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

To achieve the articulated goal of improving instructional quality and student outcomes, especially in early literacy and assessment-informed instruction, a multifaceted approach was implemented:

### 1. Instructional Rounds

#### **Implementation:**

Instructional rounds were conducted regularly, allowing teacher teams and instructional leaders to visit classrooms, observe teaching practices, and reflect collaboratively. These rounds followed a structured protocol, focusing on specific instructional problems of practice aligned with school goals.

#### **Effectiveness:**

This strategy fostered a culture of reflection, professional learning, and shared ownership of instructional improvement. Teachers reported increased alignment of instructional practices and a stronger sense of collaboration. Observable trends identified during rounds informed coaching and PD priorities, improving instructional coherence schoolwide.

## **2. "Coffee and Conversessment" (Assessment Data Collaboration)**

### **Implementation:**

This initiative provided structured teacher release time to review assessment data in a casual, collegial environment. Teachers used protocols to analyze student performance, identify instructional gaps, and co-develop responsive action plans. These sessions were supported by instructional coaches and data specialists.

### **Effectiveness:**

The strategy improved teacher confidence in using data to inform instruction. Teachers became more fluent in interpreting assessment trends and applying insights to classroom practice. Increased data literacy contributed to more targeted interventions, resulting in improved student growth on benchmark assessments.

## **3. Implementation of UFLI and Heggerty Phonemic Awareness Programs**

### **Implementation:**

UFLI (University of Florida Literacy Institute) Foundations and Heggerty were adopted as core components of foundational literacy instruction. Teachers received materials and modeling to ensure fidelity of implementation.

### **Effectiveness:**

Early screening and progress monitoring data showed a marked increase in students' phonemic awareness and decoding skills. Teachers noted improved student engagement and confidence in early reading tasks. These programs contributed significantly to closing foundational literacy gaps, especially for at-risk readers.

## **4. LETRS (Language Essentials for Teachers of Reading and Spelling) Training**

### **Implementation:**

Teachers participated in LETRS training to deepen their understanding of the science of reading. The training was phased in, with support sessions(huddles) and collaborative learning opportunities embedded throughout the year to support implementation in daily instruction.

### **Effectiveness:**

Teachers reported a shift in mindset and increased clarity around how reading develops. Many began adjusting their instructional approaches to align with evidence-based practices. The LETRS training helped build a strong foundation for sustainable literacy improvement and informed decision-making when using phonics and phonemic awareness programs.

**Overall Effectiveness**

Together, these strategies created a cohesive and well-supported professional learning ecosystem. Teachers were empowered to align instruction with student needs, grounded in both research and real-time data. Early literacy benchmarks showed positive trends, and teacher feedback reflected increased efficacy and collaboration. The synergy between these initiatives advanced the articulated goal of instructional excellence and student achievement.

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.

We plan to continue to improve K-2 UFLI Foundations and Heggerty phonemic awareness curricula (ELA.1), Academic Vocabulary Toolkit (ELA.2), Coffee and Conversessment (Math.1), instructional rounds (Math.2), Afterschool enrichment classes (2.2), Extend office hours for Office Assistant (3.1) and extend playground supervisor hours. We will start using the English 3D curriculum in all grades K-5. We will stop using the Heggerty Writing program and focus writing on Being a Writer, Fishtank and Expeditionary Learning curriculums.

**Proposed School Site Budget**

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

**Budget Summary**

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$57,909	n/a	\$32,525	n/a	n/a	\$1,742	\$25,000	\$117,176

#### DESCRIPTION

#### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$117,176

Total Federal Funds Provided to the School from the LEA for CSI

n/a

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$117,176

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program: **None**  
**Detailed School Site Budget**

## School Site Council Membership

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

Name	Role
David Kumamoto	Principal
Toya Sonnier	Teacher
Jess Mould	Teacher
Amy Cassidy	Teacher
Vacant	Classified Staff
Naomi Perl	Parent
Mahzad Hite	Parent
Mary Sobrero	Parent
Laura Barbosa	Parent
Hilda Gomez	Parent

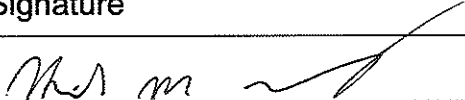
## Recommendations and Assurances

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

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

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

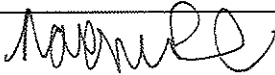

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Hilda Gomez		English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 5, 2025.

Name	Signature	Date	Role
Naomi Perl		5/5/2025	SSC Chairperson
David Kumamoto		5/5/25	Principal