



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 4, 2026	June 16, 2026

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 2026–2027 school year, we are operating under a **Schoolwide Program**.

Our Schoolwide Program for the 2026-2027 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 2026-2027 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
1/14/26	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 evidence-based instruction across all content areas and continuing our investigation of informational writing.
2/2/25	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.
2/10/26	ELAC Meeting	During our ELAC 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.
2/4/26	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, intervention strategies, and shared ways parents can support learning at home through reading and routines.
2/12/26	Families	

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
540	65	12	278	51			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
53	130	200	67	13	4	1	50

CA School Dashboard 2025

Roosevelt Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	EL Progress
All Students	28.3 pts -0.4 pts 244	-6.5 pts ↓ 11.8 pts 246	59.5 pts ↓ 8.1 pts 87	13.5% ↓ 1.4% 549	1.1% ↑ 0.9% 554	
English Learners	-40.5 pts ↓ 23.6 pts 35	-49.5 pts ↓ 31.9 pts 37	48.8 pts ↓ 4.1 pts 13	13.3% ↓ 9.6% 75	0% 0% 76	49% ↓ 6.6% 49
Long-term EL	**	**	**	**	**	
Foster Youth	**	**	**	**	**	

Homeless	**	**	**	**	**	
Socioeconomically Disadvantaged	-8.7 pts -2.4 pts 122	-48.3 pts ↓ 15.4 pts 124	52pts ↓ 7.7 pts 49	23.3% ↓ 3.3% 266	1.5% ↑ 1.5% 270	
Students with Disabilities	-44.3 pts ↑ 22.7 pts 37	-86.1 pts ↓ 22.6 pts 37	44.4 16	21.1% ↓ 3.9% 76	3.9% ↑ 3.9% 76	

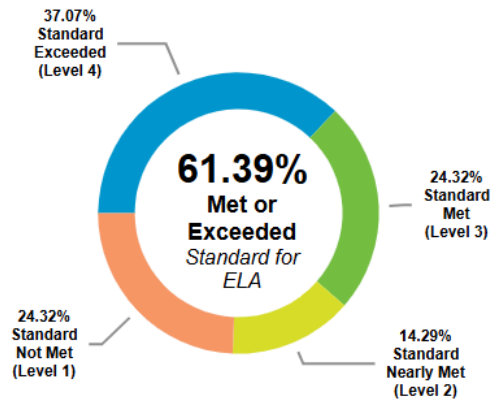
Roosevelt Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	28.3 pts -0.4 pts 244	-6.5 pts ↓ 11.8 pts 246	59.5 pts ↓ 8.1 pts 87	13.5% ↓ 1.4% 549	1.1% ↓ 0.9% 554
African American	7.8 pts ↑ 20.7 pts 26	-33.9 pts ↓ 10.2 pts 26	51.2 pts 11	14.3% ↓ 1.9% 56	1.8% ↑ 1.8% 57
American Indian or Alaska Native	**	**	**	**	**
Asian	52.1 pts ↓ 1.8 pts 30	39.1 pts ↓ 8.6 pts 30	**	10.1% ↑ 1.2% 69	0% 0% 70
Filipino	**	**	**	0% 0% 13	0% 0% 13

Hispanic	-0.8 pts ↓ 5.1 pts 84	-46.6 pts ↓ 25.5 pts 85	53.1 pts ↓ 8.8 pts 29	20.1% ↓ 3.7% 194	1% ↑ 1% 196
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	73.7 pts ↑ 7.5 pts 52	48.9 pts ↑ 15.7 pts 53	68.7 pts ↓ 6.5 pts 15	7.4% ↑ 1.2% 122	0% ↓ 0.8% 122
Two or more races	49.5 pts ↓ 13.6 pts 23	9.6 pts 2.9 pts 23	67.5 pts 13	8.9% ↓ 4.9% 90	3.3% ↑ 3.3% 90

CAASPP/ELPAC Results

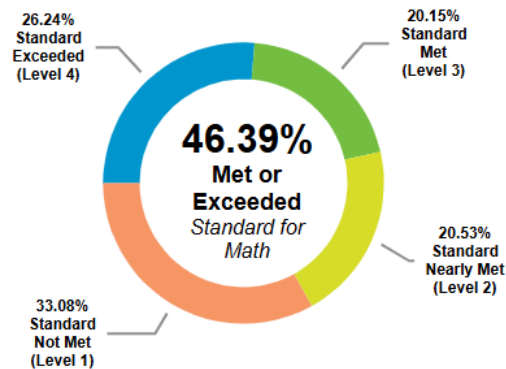
ELA

Percent of students within each achievement level



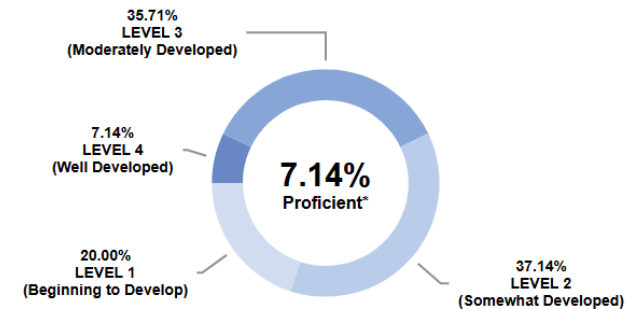
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



Roosevelt CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys	All %
Parent Involvement	
• Promotion of parent involvement	57
• Parental Involvement in school	72
• School encourages me to be an active partner	65
• School actively seeks the input of parents	40
• Parents feel welcome to participate at this school	66
School Supports for Students	
• Student learning environment	50
• School is a safe place for my child	57
• School motivates students to learn	52
• School has adults who really care about students	61
• Opportunities for meaningful student participation	49
• Teachers responsive to child's social and emotional needs	94
Rules & Facilities	
• School enforces rules equally	42
• School treats all students with respect	57
• School promotes respect of cultural beliefs	62
• Harassment or bullying (Large problem)	9

• Clean and well-maintained facilities	51
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5th Grade Student Surveys	All %
Student Engagement and Supports	
• School Connectedness	80
• Academic motivation	91
• School boredom	45
• Caring adults in school	78
• High expectations-adults in school	87
• Meaningful participation	43
• Facilities upkeep	83
• Parent involvement in schooling	83
• Social and emotional learning supports	80
• Anti Bullying climate	73
School Safety and Cyberbullying	
• Feel safe at school	96
• Feel safe on way to and from school	94
• Been hit or pushed	29

• Mean rumors spread about you	26
• Called bad names or target of mean jokes	45
• Saw a weapon at school	8
• Cyberbullying	16
School Disciplinary Environment	
• Rule clarity	76
• Students well behaved	45
• Students treated fairly when break rules	69
• Students treated with respect	92
Substance Use & Health	
• Alcohol or drug use	10
• Eating of breakfast	89
• Late bedtime (10 pm or later)	15
Mental Health	
• Frequent sadness	12
• Wellness (feel good and happy)	80

Staff Surveys	All %
School Supports for Students	

• Caring adult relationships	46
• High expectations-adults in school	47
• Student meaningful participation	29
• Promotion of parental involvement	35
• Student learning environment	42
• Facilities upkeep	26
• Support for social emotional learning	28
• Provides adequate counseling support services	10
• Anti Bullying climate	25
School Supports for Staff	
• Staff working conditions	41
• Staff collegiality	33
School Safety	
• Is a safe place for staff	45
• Is a safe place for students	48
Fairness, Rule Clarity and Respect for Diversity	
• Fairness and rule clarity	15
• Respect for Diversity	31
Academic Motivation and Student Behavior	
• Students are motivated to complete schoolwork	10

• Students readiness to learn	13
• Harassment/bullying (Mod/Severe problem)	26
• Student depression (Mod/Severe problem)	29
Training Needs	
• Positive behavioral support/management	55
• Meeting social/emotional/dev. needs	71
• Supporting students exposed to trauma	84

ELPAC Needs Assessment Data

Question:	Yes	No	I don't know
Do you know what ELAC is?	100%	0%	0%
Are you invited to attend ELAC meetings at your school?	84%	0%	16%
Are the English Learner reclassification criteria and data explained and discussed at your school?	50%	0%	50%
Are you informed about the programs and supports the school has for your student as an English Learner?	67%	0%	33%

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.

Blue Indicators show the highest performance for:

- English Learners: Suspension
- Asian: Suspension
- White: ELA, Math, Suspension

Green Indicators show strong performance for:

- All students: ELA & Science
- Two or More races: Chronic Absenteeism

Yellow Indicators indicate areas for improvement:

- All Students: Math, Chronic Absenteeism
- English Learners: Chronic Absenteeism
- Socioeconomically Disadvantaged: Science, Chronic Absenteeism
- Students with Disabilities: ELA
- African American: Chronic Absenteeism
- Hispanic: ELA, Chronic Absenteeism, Suspension

Orange Indicators indicate areas for higher improvement:

- All Students: Suspension
- English Learners: ELA, Math,
- Socioeconomically Disadvantaged: ELA, Math, Suspension
- Students with Disabilities: Math, Chronic Absenteeism, Suspension

- African American: Suspension
- Asian: Chronic Absenteeism
- Hispanic: Math
- White: Chronic Absenteeism
- Two or more races: Suspension

Students with IEPs and English Learners have higher levels of chronic absenteeism (Socioeconomically Disadvantaged 23.3% & SwD 21.1%) as compared to all students (13.5%). 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 7.14% 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) results show strong parental involvement (72%), welcoming parents (66%), and encouragement for active partnership (65%). In contrast, the school's efforts to actively seek parent input received the lowest score in this category at 40%. Separately, 94% of parents noted teachers are responsive to their child's social and emotional needs.

Student Engagement:

The 5th Grade Student Surveys reveal high feelings of safety both at school (96%) and during transit (94%). Key strengths include academic motivation (91%), respect from adults (92%), and high expectations (87%). Areas for attention are school boredom (45%), low feelings of meaningful participation (43%), and disciplinary issues like being called bad names (45%). Substance use (10%) and frequent sadness (12%) are low.

Staff Perception:

The Staff Survey results show training is highly needed for supporting students exposed to trauma (84%) and meeting social/emotional needs (71%), while only 10% believe adequate counseling services are provided. Staff perceptions of school supports are low, with less than 50% agreeing to high expectations (47%), caring adult relationships (46%), a safe student environment (48%), or a safe staff environment (45%). Only 10% see students motivated to complete schoolwork.

ELAC Needs Survey:

The ELAC Needs Survey indicates that 100% of families are aware of what ELAC is, but only 84% feel they are invited to meetings. Additionally, half of the respondents feel the reclassification criteria and data are explained, and just 67% 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. Newcomer families were concerned about their students getting enough practice in oral language and that interpretation needs to be available for all parents in primary language.

Resource Inequities

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

Our school serves 540 students, including 65 English Learners, 12 Newcomers, 278 socioeconomically disadvantaged students, and 51 students with disabilities. We are a very diverse school with no majority ethnic group with 36% Hispanic/Latino, 24% White, 16% multi-ethnic, 11% Asian, 11% Black/African American, 2% Filipino, 1% Pacific Islander and 1% Unknown students. Resource inequalities may include limited access to technology, enrichment programs, specialized academic support, mental health counseling 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 2027, 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	PTA \$14,893 Supplemental Materials
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	TITLE I \$3,920 13 Substitutes LCAP \$3,920 13 Substitutes
ELA 4	Release teachers for academic observational	Demonstrate lessons and visit classrooms for	Two scheduled Instructional Rounds(IR) dates and IR notes	LCAP \$1,800

	rounds in ELA instruction	Instructional Rounds		Substitute Teachers 3 subs/2 days
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	TITLE I \$9,195 English 3D Supplemental Program
ELD.3	Support options for additional family and student connections with liaisons of EL 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	LCAP \$1,720 Teacher hourly 2 teachers/10 hours each
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	Access and implement student supports provided by	Lessons that reflect student math talks	

	trainings	Roosevelt ILT		
Math.3	Consider math intervention for students through the intervention teacher or in after school programs	Refer students in most need of math intervention based on classroom data	Math intervention groups; more students showing grade level proficiency in math	Intervention teacher .60 FTE
All	Schedule intervention teacher to provide ELA support for students	Refer students in most need of reading intervention based on classroom data	Reading intervention groups; more students showing grade level proficiency in reading	Intervention teacher .60 FTE
All		Referrals to Summer School for students with moderate 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 Substitute teachers 2 substitutes/8 times year
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
2025 CAASPP Overall Distance from standard	ELA: 28.3 points above standard (-.4) African American 7.8 points above standard	ELA: 38.3 points above standard African American 17.8 points above standard

	(+20.7) Asian 52.1 points above standard (-1.8) Hispanic .8 points below standard (-5.1) White 73.7 points above standard (+7.5) Two or More Races 49.5 points above Standard (-13.6) MATH: 6.5 points below standard (-11.8) African American 33.9 points below standard (-10.2) Asian 52.1 points above standard (-1.8) Hispanic 46.6 points below standard (-25.5) White 48.9 points above standard (+15.7) Two or More Races 6.7 points above Standard (-30.7) SCIENCE: 59.5 points above standard (-8.1) African American: 7.8 points above standard (+20.7) Asian: 52.1 points above standard (-1.8) Hispanic: 53.1 points above standard (-8.8) White: 68.7 points above standard (-6.5) Two or More Races: 67.5 points above standard	Asian 62.1 points above standard Hispanic 9.2 points above standard White 83.7 points above standard Two or More Races 59.5 points above Standard MATH: 3.5 points above standard African American 23.9 points below standard Asian 62.1 points above standard Hispanic 36.6 points below standard White 58.9 points above standard Two or More Races 16.7 point above standard SCIENCE: 69.5 points above standard African American: 17.8 points above standard Asian: 62.1 points above standard Hispanic: 53.1 points above standard White: 78.7 points above standard Two or More Races: 77.5 points above standard
2025 CAASPP English Learners distance from standard	ELA: 40.5 points below standard (-23.6) MATH: 49.5 points below standard (-31.9) SCIENCE: 48.8 points above standard (-8.7)	ELA: 30.5 points below standard MATH: 39.5 points below standard SCIENCE: 58 points above standard
2025 CAASPP Socioeconomically Disadvantaged	ELA: 8.7 points below standard (-2.4) MATH: 48.3 points below standard (-15.4) SCIENCE: 52 points above standard (7.7)	ELA: 1.3 points above standard MATH: 38.3 points below standard SCIENCE: 62 points above standard
2025 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) SCIENCE: 44.4 points above standard	MATH: 53.6 points below standard SCIENCE: 54.4 points above standard
2025 CAASPP English Language Progress Indicator	EL Progress (49 students): 49% (-6.6%)	EL Progress: 59%
English Learner Reclassification	Reclassification during Spring ELPAC was 7%.	Increase the percentage of English learner reclassification to 15%

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

School Goal: By **June 2027**, 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	Teach/implement Toolbox strategies with students	Toolbox materials in classrooms, students using	

	Project	through the first 15 day protocols	their tools	
2.2	Provide time for the Wellness Team to revamp the Schoolwide Roosevelt behavior standards	Teach and Reinforce Schoolwide Roosevelt behavior standards through the first 15 day protocols	Display of Schoolwide Roosevelt behavior standards throughout the school for use during all times the school is open including after school programs	
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	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	Intervention teacher .60 FTE
2.5	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 PTA \$15,290
2.6	Secure funding and oversight for after school classes	Plan and teach after school enrichment and intervention classes	After School class rosters	LCAP \$6,000 Teacher hourly

2.7	Educate parents on Independent Study Contract (ISC)	Prepare lessons for students during the ISC	Returned and completed ISC	
2.8	Monitor student attendance	COST referrals for students who are or near chronic absent	COST meeting to support students in chronic absenteeism; referrals to Academic Recovery after school	
2.9	Hold Attendance Review meetings with families whose students were chronically absent in the previous school year	Attend Attendance Review meetings	Documented meeting attendance.	LCAP \$1,200 2 subs/2 days
2.10	Augment mental health services by securing funds for additional services	Referrals for mental health services	Number of referrals and clients served	Unrestricted \$18,870

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	All students 14.9%	Decrease chronic absenteeism to 10%
2025-2026 P2 Attendance Rate	95.68%	Increase P2 attendance rate to 98%
California Healthy Kids Survey (CHKS) - Students	Caring adults in school <i>Average reporting "Yes, most of the time" or "Yes, all of the time" 78%</i>	Increase each category by 5% • Caring adults (83%) • High expectations (92%)

	High expectations-adults in school <i>Average reporting "Yes, most of the time" or "Yes, all of the time" 87%</i> School connectedness <i>Average reporting "Yes, most of the time" or "Yes, all of the time" 80%</i>	• School connectedness (85%)
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Goal 3

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

School Goal: By **June 2027**, 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 Needs of Parents

Parents expressed a desire for more active engagement in the school's decision-making processes and better information regarding specialized student supports.

- **Meaningful Input and Decision-Making:** Only **40% of parents** strongly agree that the school actively seeks their input before making important decisions. Additionally, **12% of parents** reported they "don't know" if the school seeks their input, suggesting a need for clearer channels of engagement.
- **Awareness of Specialized Supports:** There is a gap in parent awareness regarding social-emotional and talent-based programs. **37% of parents** do not know if the school provides quality counseling or social-emotional help, and only **29% strongly agree** that the school has quality programs for their child's specific talents, gifts, or special needs.
- **Facility Concerns:** Only **51% of parents** strongly agree that the school facilities and properties are clean and well-maintained

Identified Needs of School Staff

Staff at Roosevelt Elementary generally perceive the school as a supportive environment for students, but the survey data reveals a **significant gap between their individual commitment to students and the adequacy of school-wide resources**, particularly regarding mental health and specialized counseling.

- **Supportive Environment: 48% of staff strongly agree** that the school is a supportive and inviting place for students to learn
- **Caring Adult Relationships:** On average, **46% of staff strongly agree** that these relationships exist at the school
- **Mental Health Resources:** Staff are concerned about the adequacy of student supports. **52% of staff disagree or strongly disagree** that the school provides adequate counseling and support services for students. Furthermore, **82% of staff** identified a **lack of enough services** as a primary barrier to students accessing mental health care.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1		5th grade teachers to plan outdoor education experience and 5th grade promotion	Timesheets	Unrestricted \$1,270 Teacher Hourly
3.2	Secure translator/interpreter for parent meetings	Request translation for parent meetings	Translator services billing	Translation \$1,742
3.3	Administer a schoolwide Parent Reunification Drill	Practice reunification drill protocols and procedures	Scheduled schoolwide drill, parent/teacher feedback	
3.4	Monthly Principal/Parent coffee chats		Calendared events; parent attendance sheets; and notes	
3.5	Monthly Staff Gatherings: Pickleball, Board Games, book clubs etc.		Calendared events	
3.6	Monthly attendance at Parent meetings: PTA, Dad's Club, AAPAG, AAPIFC, LGBTQIA+, Voces Unidos, Green		Calendared and attended events	

	Hornets			
3.7	Establish a Written Cleaning Plan: Create a formal written custodial action plan that outlines daily, weekly and annual tasks to ensure all areas are covered and prioritized.		Amount of trash on the playground, number of times the hallways have been mopped	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS) - Parents	Meaningful Input and Decision-Making: Only 40% of parents strongly agree that the school actively seeks their input before making important decisions Awareness of Specialized Supports: Only 29% strongly agree that the school has quality programs for their child's specific talents, gifts, or special needs. Facility Concerns: Only 51% of parents strongly agree that the school facilities and properties are clean and well-maintained	Increase each category by 5% • Meaning Input and Decision-Making to 45%. • Awareness of Specialized Supports to 34% strongly agree. • Facility Concerns to 56% strongly agree.
California Healthy Kids Survey (CHKS) - Staff	Supportive Environment: 48% of staff strongly agree that the school is a supportive and inviting place for students	Increase each category by 5% • Supportive Environment to 53% of staff strongly agree. • Caring Adult Relationships to 51%

	to learn Caring Adult Relationships: On average, 46% of staff strongly agree that these relationships exist at the school Mental Health Resources: Staff are concerned about the adequacy of student supports. 52% of staff disagree or strongly disagree that the school provides adequate counseling and support services for students.	of staff strongly agree. • Mental Health Resources to 47% of the staff disagree or strongly disagree.
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Annual Review

SPSA Year Reviewed: 2025-26

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 28.3 points above standard, though this reflects a slight decrease from last year (-0.4 points).
 - **English Learners:** 40.5 points below standard, decreased by 23.6 points
 - **Socioeconomically Disadvantaged:** 8.7 points below standard, decreased by 2.4 points
 - **Students with Disabilities:** 44.3 points below standard, increased by 22.7 point.
 - **Hispanic students:** 0.8 points below standard, decreased by 5.1 points.
 - **White students:** 73.7 points above standard, increased by 7.5 points

Math Performance:

- Overall, students are 6.5 points below standard, decreased by 11.8 points.
 - **English Learners:** 49.5 points below standard, decreased by 11.8 points.
 - **Socioeconomically Disadvantaged:** 48.3 points below standard, decreased by 15.4 points.
 - **Students with Disabilities:** 86.1 points below standard, decreased by 22.6 points.
 - **Hispanic students:** 46.6 points below standard, decreased 25.5 points.
 - **White students:** 48.9 points above standard, increased 15.7 points.

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.

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. Heggerty was taught by all teachers Transitional Kindergarten - first grade. UFLI was taught in grades Kindergarten through 2nd grade.

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. Cohort 1 has fully implemented the strategies and routines. Cohort 2 is finishing their second year of the program, phasing in strategies and routines as they are learned. Cohort 3 is in the first year of learning and has been phasing in the strategies and routines into their classroom routines.

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 (ELA.3), instructional rounds (ELA.4), and Afterschool enrichment classes (2.2), the English 3D curriculum in all grades K-5 and continue our focus on writing during action research.

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	
\$30,503	\$22,000	\$33,775	n/a	n/a	\$1,959	\$25,000	\$113,237

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$113,237

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

\$113,237

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
Joshua Wood	Teacher
Amy Cassidy	Teacher
Kyle Neptune-Salisbury	Classified Staff
Anna Brazil	Parent
Karissa Yee Findley	Parent
Virginia McManus	Parent
Laura Barbosa	Parent
Niema Quiet	Parent

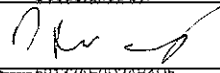
Recommendations and Assurances

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.

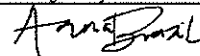
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature DocuSigned by:	Committee
Hilda Gomez	 59132AE0D2AB4D5...	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 4, 2026.

Name	Signature Signed by:	Date	Role
Anna Brazil	 97D175F7D5FD409...	5/4/26	SSC Chairperson
David Kumamoto	 DocuSigned by: 8B70A6BEADE247B...	5/4/26	Principal