

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Roosevelt Junior High School

50711676052807
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

April 25, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

Mission: All Roosevelt students and staff will learn at the maximum academic level possible.

Vision: Roosevelt Junior High will be the highest performing junior high in Stanislaus County. It will be a safe environment, free of disciplinary distractions, and composed of students and staff who are encouraging and positive. To do so students will speak, listen, read, and write daily.

School Description:

The student population is very diverse, ethnically and linguistically. Currently Roosevelt student population is 61% Hispanic, 22% White, Asian .03%, .02% African American, .07% two or more races. There are 781 students within the school and 426 of them are male and 355 are female. More than 1/2 of the students enrolled (471) are identified as socio-economically disadvantaged. Roughly 280 students at Roosevelt are designated English Learners and take an ALD class daily to support their English Language Skills. Roosevelt hosts the "newcomers" program for junior high students in the MCS district. These students have only been enrolled in United States schools for 12 months or less. The students take a Foundations of Language, and Foundations of Literature while being mainstreamed into Science, Math, and Social Science with built-in support.

In addition to general education students, there are four special day classes, one is a severely handicapped class, two are learning handicapped classes, and one is for students who are limited learning handicapped. All of the special education classes have credentialed teachers along with multiple instructional paraprofessionals to support the students.

Roosevelt also offers a complete Honors program for students who show potential for moving on to advanced placement classes in high school as well as advanced math courses for 7th and 8th grade Pre-Algebra and Algebra alike. Elective choices include: Band, Chorus, String Orchestra, Art, Computers, Robotics, Spanish, Yearbook, Leadership, Drama, AVID (Advancement Via Individual Determination), Project Lead the Way, STEM, and multiple Peer Assisted Learning (PALs) courses. Roosevelt has made many strides to keep up with the technology movements in our society. In order to keep up with the needs of these many portable devices, the school has wireless capabilities throughout and all students are provided with a laptop to utilize during the school years. Additionally, both English Language Arts, Social Science, Science, and Math have adopted a digital curriculum.

Roosevelt has a dedicated staff of both veteran and newer teachers. They do everything they can to make sure students are learning. After school tutoring is offered Monday, Tuesday, Thursday, and Friday for any students called Second Opportunity for Success (SOS). There are also a variety of after school clubs for students to become involved with. For a more committed after school experience Roosevelt also houses a free After School Program where more than 120 students attend up to 6:00 P.M. Students have the opportunity to do homework and become involved in many activities ranging from sports to cooking club. We are also offering additional after school service opportunities for our "New Comers" with a DICE and Rosetta Stone course offered daily.

Roosevelt prides itself in our academics. Students are rewarded as much as possible for their hard work and dedication. With our Renaissance Program, students with good grades and good behavior are rewarded. Staff and students both enjoy being at Roosevelt. A lot of importance is placed on students being Respectful, Kind, and Honest. These are the foundational character traits of Roosevelt's PBIS program.

Modesto City Elementary: K-8

Migrant Education /Title Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

- ☒ Schoolwide Program
- ☒ Additional Targeted Support and Improvement

English Learner students, Students with Disabilities, and Asian students were identified for ATSI status.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Roosevelt Junior High Schools Single Plan for Student Achievement is clearly aligned with Local Control Accountability Plan as well as other federal, state and local programs by ensuring all the goals and strategies outlined in this document do not conflict, supersede, or duplicate existing services. The strategies outlined in Roosevelt's SPSA go directly beyond base funding and act to increase student achievement.

Resource Inequities

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

Resource inequities that were discovered by our needs assessment and data analysis revolve around the paraprofessional staffing that is being paid for out of this Title 1. A bilingual paraprofessional was being paid for to support our EL students with an emphasis on Language Institute for the last few years but during the 2022-2023 school year the paraprofessional position went an entire semester with an employee out on leave. Based on our data analysis there was no significant change in student outcomes in our LI without a paraprofessional in the position. MCS is now providing RJHS two additional paraprofessional to fill this position funded through other sources.

RJHS was also unable to find teachers to serve as Mentors within its Mentor Program or to serve on its PSP teams/program.

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

Roosevelt Junior High School's SSC, ELAC, Site Leadership team, members if Extended Cabinet/SLT participated in the evaluation process of Roosevelt Junior High School SPSA which include the analysis of quantitative and qualitative data (teacher, student, and parent surveys) to determine effectiveness, activities to continue, discontinue, and to revise. This occurred during the March, April, and/or May SSC, ELAC and/or Site Leadership meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all stakeholders: SSC , ELAC, School Leadership, etc. reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included in providing all stakeholders with the prior SPSA, data/results of programs and expenditures. This process occurred during SSC, ELAC/ELPP, and Site Leadership teams in April and May 2023. This information will be reviewed with Teachers in the August, September and October Staff and Leadership Meetings in 2023.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The 2022-2023 school year saw nearly all strategies implemented with fidelity. Overall, School-wide we see a slight decrease in our SBAC score but did not substantially move in distance from standard and did not meet the ELA goal but did see an decrease in students who met and/or exceed standards on the 2021-2022 SBAC but due to COVID reporting on the California Dashboard the blue, green, yellow, and red status are on hold for this reporting period.. This may have been correlated to the testing modifications due to COVID. When comparing the 2020-2021 school year to that of the 2021-2022 we see overall SBAC scores in ELA move from 37.18% to 35.02% met or exceeded standards.

Comparing the 2018-2019 school year and the 2020-2021 school year we did see an increase in the percentage of students that Nearly Met standard (from 24.42% to 28.98%), those that Met (28.36%-30.68%) and an overall decrease in the percentage of students who did not meet standards (37.15%-30.87 %) as well as, a decrease in those that Exceeded f standard from (10.07%-9.47%). An overall comparison from the 2018-2019 school year and the 2020-2021 school year we see roughly the same percentage of students in the SBAC categories Not/Nearly Met (67.46 % and 67.9%) and Met/Exceeds standards (32.54% and 32.1%). Overall, we did see some growth within our EL populations between the 2018-2019 and 2020-2021 school year i.e. decrease in Not Met 83.7% to 78.38% (Nearly Met category (14.67%-17.84%), Met from (1.63% to 2.7%) as well as Exceeds from 0% to 1.08%. Overall, 69% of students took the state ELA test in 2020-2021 school year. Our 2021-2022 ELA/Literacy data shows similar numbers. We did see an uptick in both 7th and 8th grade overall percentages of students who did not meet standards going from 35.11% to 38.71% not met but showed a slight decrease in students that nearly met standards going from 27.71% to 26.27%. Overall RJHS did see an increase in students that met standard going from 24.21% to 28.23 as well as an increase in students who exceeded standard going from 8.95% to 10.81%.

Using 2021-2022 SBAC data we see that our EL learners did not fare as well as other groups and data looks similar to that of the 2020-2021 with no students scoring in exceeding standards and decreasing from 2.02% of students meeting standards to .75%. There was also a decrease in students nearly meeting standard going from 26.26% to 23.13% and an increase in students who did not meet standards 71.72% to 73.88%. The data for students with disabilities is also similar to that of the previous year but showing an increase in students moving from standards nearly met to standards met and exceeding (i.e. Standard not meet 2020-2021 =70.31%, Nearly Met = 21.88%, met =6.25%, and exceeding 1.56%. Standard not met 2021-2022 70.37%, Nearly Met 18.52%, Met 9.88% and exceeding 1.23%).

With that being said we do see the opportunity to move further toward our goals on the SBAC in the 2023-2024 school year. Our SBAC testing is scheduled for April and may of this year with state reporting scores later in the year with the addition of Science testing for our 8th grade students.

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 major identified difference between intended implementation and budget expenditures to implement the intended strategies/activities to meet the articulated goal were based around finding certificated teacher to implement before and after school interventions such as PSP and SOS. We were able to fully staff our SOS (Second Opportunity for Success) program 4-days a week for 80% of the school year. We were unsuccessful in implementing our Positive Start Program (PSP) to support students before school as no certificated employees were willing to participate in the extended hours program. We were also unable to fully implement the use of the paraprofessional as we only had a candidate in the position for 1/2 the year for 1/2 time. RJHS also was unable to offer intervention programs in ELA during Winter or Spring Intersession as defined by MCS guidelines as we did not have the staff to do so with fidelity. Roosevelt plans on offering additional ELA support classes for students before school and possibly after school to support students who need remediation or to address learning loss (based on teacher availability, staffing, and ELOP). The Positive Start Program will be reviewed and revamped to better meet the needs of teachers and students and used more as intervention and SEL opportunity with the assistance of a certificated teacher before or after school. Roosevelt's Second Opportunity for Success (SOS) program structure will also undergo review to identify if there are additional strategies that could be implemented to better meet the needs of all of our stakeholders and increase student participation on an overall constant basis (i.e. the sign-in and out procedures, student success rates after use of the program, and student use on a "voluntary" basis). We also look to be implementation a several rounds of Intersession to support student academic improvement and allow them time to make-up their grades based on teacher recommendation and willingness to participate in the program or further develop their academic skills.

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 school wide literacy focus for all students will continue to focus CER with an increased emphasis on WICCOR, SADIE, and SIOP strategies across content areas. RJHS will expand it's professional development offerings to further connect CER to EDI lesson design, lesson studies, and 21st century learning skills with an emphasis on students speaking, listening, reading, and writing. We will continue to measure students progress, through grade reports, benchmark scores, teacher created CFUs and CFAs, along with CASP testing results.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Interim assessments we identified that 70-89% of All students are in need of support / intervention in the area of: Reading Comprehension

To address this the school can:

Provide additional SADIE, SIOP, and WICCOR trainings site wide, as well as, LETR's and and ELAS training to implement Study Sync and Everyday English curriculum with fidelity.

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development CIPD support

To address this the school can:

can work with the districts CIPD department to create a series of PLC trainings to support the PLC process and modification for special populations. Expand professional development offerings at the site through Title 1 fund usage to further connect CER to EDI lesson design, lesson studies, and 21st century learning skills with an emphasis on students speaking, listening, reading, and writing within the ELA curriculum.

Review district Benchmark testing and align it to their formative and summative assessments and align them site wide with CASP expectations and equity grading goals.

Additionally we analyzed specific data to indicate the following need(s):

RJHS English Language Arts (ELA) department statistically has the highest distribution of D/F rate at the site. This is not unique to RJHS but is similar across the board within the district. Roosevelt Junior High School has seen a decrease in its overall D/F Rate in the 1st semester and a consistent decline in the rate of D/F grade distribution since the 202-2021 school year (by less than 1%); traditionally for the past 3-years 37% of all students have a D or F Mark in English Language Arts. English Language learners historically fare worse in their ELA classes and we have seen a 2-point increase in D/F rate distribution for these students over the last 3-years increasing from 41.79% to 44.53%. Students with disabilities have fared better in ELA during this time but also show an increase in D/F distribution going from 25.89-31.89%. In comparison to other subject areas students with disabilities have also shown high fail rates in US History but we do see a declining trend over the last 3-years as D/F rates have gone from 48.36% in 2020-2021 to 37.14% in 2022-2023. The same can be said for EL students in their US History classes going from 51.66% D/F rates in 2020-2021 to 31.20% in 2022-2023. The California Dashboard shows that 51.2% of English Language Learners are making progress toward English Language Proficiency. RJHS is showing growth; but it also shows that site-wide the school is scoring 43.4 points below standard. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels were reported by using 1-of-5 Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.

IAB-Benchmark(CAASP Interim Assessments) (Reading Informational Text) @ the 7th grade level site-wide no group scored over 50% correct on one of the questions asked. Site wide was 28% success rate (meet or exceeded standard). Students with disabilities fared worse at a 6% success rate meet or exceeded to a 36% nearly met standards. In terms of English Learners 58% of our students did not meet standard or were well below; 2% of the students meet standards.

15 Asian kids and @ 27% success rate or 4 kids in the green, 6 at 40% in the yellow and 5 @ 33% in the red in the red with EL students scoring at a much lower rate (51 total at 2% success rate = 1 kid in the green (Benchmark # 1) and 59% in the red or 30 kids.

IAB-Benchmark(CAASP Interim Assessments) (Reading Informational Text) @ the 8th grade overall were similar to those of our 7th grade students scores in 48%. SWD did fare better with 13% success rate (meet or exceeded standards) and 58% in the red i.e. basic or below basic. EL 45 kids scored at a 13% met or exceeded standards but 58% of kids did not meet standard.
(Asian kids a total of 9 5 kids in the green = 56% success rate).

SBAC CA-ELA/Literacy 2020-2021 compared to 2021-2022 we do show a 5% increase in test scores with an increase of roughly 100 students. We do see a decrease of students below basic and more of a bell curve distribution of scores for 2021-2022 (7th Grade Data) students overall.

SBAC CA-ELA/Literacy 2021-2022 (8th grade) 650 kids and 40% in meets or exceeds standards and 60% do not meet standards. EL students 127 kids with 75% of students below basic. And 25% in nearly met. Students with disabilities (72 kids 13% in nearly met or 72% in did not meet standards).

2020-to-21-22 ELPAC results: Increase in total number of students tested (2020-2021 = 120 kids and 2021-2022 = 153 kids). Overall increase in success rates. We see students in the blue increasing in percentages from 5%-to-14% and green from 36% to 41%, and yellow decreased from 46% to 26% and Red is from 13% to 18%.

With our redesign of our Language Institute program and ALD classes we are seeing increased success rates on StudySync "Benchmark" exams students increasing success rates by no less than 40% in each class.

Discuss the areas of strength and need based on data analysis:

RJHS has reviewed the district adopted curriculum with the ELA department and has begun case studies and professional development focused on the 9 SIOP areas to support our EL learners and has completed one lesson study with its 7th grade ELA department and begun EDI lesson design training for ALD department to further develop classroom engagement and student mastery of desired standards. We are in need further trainings and professional development in SIOP, WICOR, SADIE and Equity Grading Practices, and PLC.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +10 points or maintain green/blue status Fall 2023-2024 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -82.84	Goal -82.84
English Learners (EL)	Actual -169.77	Goal -159.77
Students with Disabilities (SWD)	Actual -126.21	Goal -116.21
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase percent of students mastering literacy skills across all content areas.					
Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas.					

Schoolwide (SW)		<p>1. Tracking of students in attendance and review of overall academic scoring/grades.</p> <p>2. SBAC scores, CELDT scores, ELPAC scores, benchmark exams, and grades.</p> <p>3. Increased academic performance (grades/progress) and decrease in disciplinary incidents.</p> <p>4. Increased academic performance (grades/progress) and decrease in disciplinary incidents.</p> <p>5-6. Increased course completion rate.</p> <p>6. Increase in % of students who attend the program and grade improvement, or improvement in Study-Skills habits based on grade reports.</p>			
			Hours for Intervention Programs (Such as PSP and SOS)	Title 1 Certificated	4,500.00
			Instructional Materials and Supplies	Title 1 Supplies and Services	4,877.50
			ESS, Intersession, Remediation	Title 1 Certificated	2,012.50

	<p>Intervention</p> <p>1. Second Opportunity for Success (SOS) course/intervention offered for students on a voluntary basis to provide tutoring sessions by certificated teachers.</p> <p>2. Academic Language Development classes for English Learners to develop foundational literacy skills.</p> <p>3. Non-Voluntary and voluntary Intervention classes based on low grades and failure to submit homework assignments. These intervention classes will be called Positive Start Program (PSP). They will be taught by credentialed teachers before or after school with a focus on soft skills, social emotional learning, and early academic interventions.</p> <p>4. Staff mentoring of students who are struggling academically or socially with the creation and implementation of a Mentor Program.</p> <p>5. Extended Summer School to assist students in credit recovery when needed.</p> <p>6. Intercession-Is a program where certificated teachers</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	will implement an intervention session during Spring and Winter Break to increase student grades in their currently enrolled courses.				
	7. Staff development on best practices specifically focused on literacy in the classroom, 21st Century Skills i.e. speaking, listening, reading, writing, collaboration, etc.	7. Walkthrough data and Increased Benchmark and SBAC scores.	All associated costs with professional development.	Title 1 Professional Development	15,000.00
	8. Professional Development in, WICCOR SADIE, and SIOP strategies across content areas. 9. Professional development, training, in lesson design, EDI, character development and tiered classroom and school wide interventions.	8. Walkthrough data and Increased Benchmark and SBAC scores. 9. Walkthrough data and Increased Benchmark and SBAC scores.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	10. Utilization of CER writing strategy in all classes as a means of encouraging increased writing supports and structures.	10. Walk-through process, benchmark scores, SBAC, and ELPAC scores.			
	12. Provide AVID and ALD students with a field trip to at least two colleges as a means of encouraging college awareness.	12. Measured through the number of students enrolled in AVID and attend college field trips. Measurement of ALD success rates in recsifications.	Field Trip Busing/Fees	Title 1 Supplies and Services	2,087.50
English Learners (EL)			Books	Title 1 Supplies and Services	250.00

	<p>1. Implement research based SDAIE instructional strategies to differentiate and scaffold instruction.</p> <p>2. Present the reclassification process and criteria to English Learners through their ALD or ELD classes.</p> <p>3. Provide Academic Language Development (ALD) classes to English Learners in grades 7 and</p> <p>4. Counselors will monitor grades and performance of English Learners on a regular basis and meet with those students who are struggling.</p> <p>5. Purchase books in English and in other primary languages to encourage more reading with the goal of increasing a student's ability to write.</p> <p>6. Incorporation of Word of the Week (WOW) program in which vocabulary words are chosen and reinforced each week through the announcement.</p>	<p>1-6. Increase SBAC and benchmark scores for English Learners as well as reclassification rates.</p> <p>2. Number of students setting educational goals in their ALD class.</p> <p>5. Increased use of library and check out of materials in multiple languages.</p> <p>6. Word of the Week rewards provided by staff.</p>	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>6. Collaborate within and among departments and Instructional Teams to share successful WICOR and researched based SADIE and SIOP instructional strategies.</p> <p>7. Provide professional development for teachers on reclassification process.</p> <p>8. Provide PD and SADIE, WICOR, SIOP, and AVID strategies.</p> <p>9. Professional Development for councilors to better serve the needs of EL population. (Continued development and implementation of supports for our EL councilor).</p>	<p>6. Increase SBAC and benchmark scores for English Learners as well as reclassification rates.</p> <p>7-8. Walk-through process, benchmark scores, SBAC, and ELPAC scores.</p> <p>9. Increased reclassification rates, grade improvement, SITS meetings, contact logs, etc.</p>			
	<p>9. Give students access to colleges by visiting college campuses and engage them in a career and college fairs as a means of developing future college and career goals.</p>	<p>9. Goal setting in ALD and Foundations of Literature and Language classes for an increase in career pathway planning.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>10. Additional classroom support for new English Learners to help them access the content in spite of their language deficit.</p> <hr/> <p>11. Offer a summer bridge program for English Learners to begin developing the literacy skills necessary to be successful in junior high.</p> <hr/>	<p>10-11. Walk-through process, benchmark scores, SBAC, and ELPAC scores.</p> <hr/>			
	<hr/> <p>12. Increased communication with parents of English Learners through quarterly newsletters and connection to school based resources such as Power School, additional services are needed by TCII clerks to increase the lines of communication.</p> <p>13. Work with parents and the community on strategies to better support English Learners. In order to accomplish this goal, additional translation services are needed for meetings that may occur after the regular school hours.</p> <hr/>	<hr/> <p>12. Increased parent involvement at meetings.</p> <p>13. Increased parent involvement</p> <hr/>			
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	<p>1. Resource Study Skills classes for lower performing students to provide assistance in improving academic success rates.</p> <p>2. Rewards materials used in class for student with disabilities.</p> <p>3. Instructional paraprofessionals that push into core classes to assist resource students.</p> <p>4. Meet with teachers to monitor IEP goals as a means of ensuring students are making progress towards meeting those goals.</p> <p>5. Further use of our Title 1 councilor to meet with these students to provide additional intervention opportunities.</p> <p>11. Incorporation of Word of the Week (WOW) program in which vocabulary words are chosen and reinforced each week through the announcement.</p>	<p>1) Increase SBAC, benchmark scores and grades for students with Special Needs.</p> <p>2) Increase SRI scores and SBAC scores.</p> <p>3) Increase SBAC, benchmark scores and grades for English Learners.</p> <p>4) This will be monitored on an individual basis through the IEP process</p> <p>5) Goal setting for an increase in academic and pathway planning's, as well as, access to intervention activities, etc.</p> <hr/> <p>1-2. Increase SBAC and benchmark scores for English Learners as well as reclassification rates.</p> <hr/>	Books	Title 1 Supplies and Services	250.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>1. Counselors will monitor grades and performance of SWD on a regular basis and meet with those students who are struggling.</p> <p>2. Purchase books in at varying reading levels to support SWD students to read and provide scaffold supports to encourage more reading with the goal of increasing a student's ability to write.</p>				
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The 2022-2023 school year saw nearly all strategies implemented with fidelity. Overall, School-wide we see a slight decrease in our SBAC score but did not substantially move in distance from standard and did not meet the Math goal but did see a decrease in students who met and/or exceed standards on the 2021-2022 SBAC but due to reporting period changes in CAASP reporting California is not using the color ranges. This may have been correlated to the testing modifications due to COVID. When comparing the 2020-2021 school year to that of the 2021-2022 we see overall SBAC scores in Math move from 23.48% to 21.51% met or exceeded standards.

Overall, School-wide we see a slight decrease in our CAASP scores and did not meet the Math goal (relative the reporting process changes for this one time change). Over the past several years we have seen a decrease in overall math scores on the CAASPP (7th grade 2017-2018 -57.58, 2018-2019 -51.11 and 2020-2021 -67.99 for a total of -57.41% and 8th grade 2017-2018 -63.4%, 2018-2019 -78.33%, and 2020-2021 -96.25% for a total of -77.15%). Between the 2018-2019 and the 2020-2021 school years we saw an increase in the percentage of students who did not meet standards from 50.81% to 45.72%, those that met standard from 15.26% and 13.51% and those that exceeded standards from 14.64% to 8.98%. We did see an increase in students that nearly met standard from 24.96% and 26.15%. Overall, there were fewer students who took the CAASP than those enrolled having an effect on the percentages. The California Dashboard shows that 51.2% of English Language Learners are making progress toward English Language Proficiency so the site is showing growth; but it also shows that site wide the school is scoring 91 points below standard. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels were reported using 1-of-5 Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.

The 2021-2022 school year did see changes in our overall math CAASP scores i.e. a decrease in all areas for overall students, but not at significant level. RJHS saw an increase of over 5% of over students who did not meet standards, from the previous year 51.69% to 56.04%, and an increase in students who nearly meet standard from 24.83% down to 22.42%. There was also a decrease in overall scores for students who met standards, (14.7% to 13.1%), as well as, a decrease in the percentage of students who exceeded standards (8.78% to 8.1%). When looking at English learner rates the percentages are relatively static (2021-2022 = 87.74% of students did not meet standards, 9.68% nearly met standard and 2.58% of students did meet standards. The 2021-2022 school year also saw our Language Institute Students/New Comers (enrolled in a US school 12-months or less) take the CASSP Math test. Students within this program on our campus struggled with the testing 86.51% of them scored at the level "not met" where 10.32% of these students nearly met standard and 3.17% of the students were able to meet California state standards on the testing. When reviewing the CASSP data for students with disabilities and comparing scores between 2020-2021 and 2021-2022 we see score that have not significantly changed but have decreased in success categories and increased in below standard expectations i.e. there was an increase of less than 1% of students who scored within the standards not met band at 80.49%, as well as, standards nearly met falling less than 1% to 12.2%.

We also saw a decrease in student success rates for these students in terms of meeting the standard falling from 12.07% to 12.2% and those students exceeding standards rates also falling from 3.45% to 1.22%.

With that being said we do see the opportunity to move further toward our goals on the SBAC in the 2022-2023 school year. Our SBAC testing is scheduled for April and May of this year with state reporting scores later in the year.

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 major identified difference between intended implementation and budget expenditures to implement the intended strategies/activities to meet the articulated goal were based around finding certificated teacher to implement before and after school interventions such as PSP and SOS. We were able to fully staff our SOS (Second Opportunity for Success) program 4-days a week for 80% of the school year. We were unsuccessful in implementing our Positive Start Program (PSP) to support students before school as no certificated employees were willing to participate in the extended hours program. We were also unable to fully implement the use of the paraprofessional as we only had a candidate in the position for 1/2 the year for 1/2 time. RJHS also was unable to offer intervention programs in Math during Winter or Spring Intersession as defined by MCS guidelines as we did not have the staff to do so with fidelity. Roosevelt plans on offering additional Math support classes for students before school and possibly after school to support students who need remediation or to address learning loss (based on teacher availability, staffing, and ELOP).

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.

For the 2022-2023 school year, Roosevelt's Mathematics program will be in its third year of utilizing a new curriculum (RJHS will further implement professional development for 21st century literacy skills and the implementation of the district adopted curriculum with fidelity). Roosevelt's Algebra and Pre-Algebra classes will continue to use the Envisions curriculum, as well as, Math 7 and Math 8. Additionally, Roosevelt plans on offering math support classes for students before school and possibly after school to support students who need remediation or to address learning loss (based on teacher availability, staffing, and ELOP). The Positive Start Program will be reviewed and revamped to better meet the needs of teachers and students and used more as intervention and SEL opportunity with the assistance of a certificated teacher before or after school. Roosevelt's Second Opportunity for Success (SOS) program structure will also undergo review to identify if there are additional strategies that could be implemented to better meet the needs of all of our stakeholders and increase student participation on an overall constant basis (i.e. the sign-in and out procedures, student success rates after use of the program, and student use on a "voluntary" basis). We also look to be implementation a several rounds of Intercession to support student academic improvement and allow them time to make-up their grades based on teacher recommendation and willingness to participate in the program or further develop their academic skills. The school wide literacy focus for all students will continue to focus CER with an increased emphasis on WICCOR, SADIE, and SIOP strategies across content areas. RJHS will expand its professional development offerings to further connect CER to EDI lesson design, lesson studies, and 21st century learning skills with an emphasis on students speaking, listening, reading, and writing. We will continue to measure students progress, through grade reports, benchmark scores, teacher created CFUs and CFAs, along with CASP testing results.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark we identified that 70-89% of All students are in need of support / intervention in the area of: Problem Solving

To address this the school can:

Work closely with curriculum coach to help implement the curriculum with fidelity and modify sections to meet the needs of our learners.
Provide professional development with a focus on 21st century learning skills and lesson design and implementation at the site level.

MATH PD

Based on CIPD Input we identified the following area of need in professional development Access to specific math PD

To address this the school can:

Work closely with curriculum coach and PLC to identify Professional Development needs in the areas of math.

Continue to expanded our site based norm of CER to support all students in their ability to completely answer all parts of a question and expand their problem solving and reasoning skills.

Additionally we analyzed specific data to indicate the following need(s):

Using IABs as a metric for the 2021-2022 school year we see that both 7th and 8th grade scores feel below 10% for students who scored above standard and over 70% for those who feel below standard in 8th grade and 31% of those in 7th grade. This is to be expected as portioned of the materials were not covered based on PLC recommendations and classroom expectations. Due to these factors we did see an increase in student scores in IAB 2 for both 7th and 8th grade. Students in 7th grade moved significantly to 47% of students scoring above standard and 44% at Near Standard. 8th grade also showed an increase of 9% above standard and 46% near standard. On both IAB's for 7th and 8th grade we see a many of our EL students scoring below standard on all testing items.

RJHS benchmarks for the 2022-2023 school year were rewritten by our district Math Ambassadors teams and overall on average RJHS students performed worse on questions with a higher DOK, in both 7th and 8th grade and RJHS students exceeded the district average on all 3- of the benchmarks. In grade 7 & 8, student groups that underperformed the average district-wide included SWD, ED, LEP, African Americans, and Hispanics and this was no different for RJHS students.

On Math Benchmark # 1: (7th Grade) 246 students tested 55 of those students met or exceeded standards. 30 students with disabilities were tested and 27% of them meet or exceeded standards. 125 students with disabilities took the test and only 28% meet or exceeded standards. (8th Grade) 296 students took the test and 56% met or exceeded standards; while 27% students with disabilities met standard and 25% met or exceeded standards.

On Math Benchmark # 2- Grade 7; Overall 33% students scored at or exceeded standards. 10% SWD met or exceeded, and EL students at 11%. Grade; Overall 43% RJHS students scored at standard or exceeded standard. Only 31% of students with disabilities were able to meet standards, and 51% of students with disabilities met standards.

Discuss the areas of strength and need based on data analysis:

Mathematics has shown a dramatic decrease in D/F distribution district wide. EL students continue to fail at rates higher than other English proficiencies and (EL, EO, IFEP, RFCEP).

Roosevelt Junior High D/F Rates have been dramatically decreasing in its Math and Science Departments over the last 3-years for the first semester of each year. Overall D/F rates in 2020-2021 were 32.02% and have 15.50% in 2021-2022 to 12.23% in 2022-2023. English Language learners also say a decrease in D/F grade distribution between 2020-2021 going from 35.29% to 16.73% in 2022-2023. The same can be said for these students in their Science courses decrease from rates of 38% in 2020-2021 to 21.14% in 2022-2023.

Students with disabilities are also part of this trend with D/F rates 19.82% in 2020-2021 to 10.91% in 2022-2023 school year in math and similar numbers in their science courses (where more students are pushing-in).

Student grade reports show students progress. AS a PLC the Team will continue to expand its delivery of the content.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +10 points or maintain green/blue status Fall 2023-2024 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -27.79	Goal -17.79
English Learners (EL)	Actual -121.81	Goal -111.81
Students with Disabilities (SWD)	Actual -92.17	Goal -82.17
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding Math content standards.					
Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas					

Schoolwide (SW)					
			Hours for Intervention Programs (Such as PSP and SOS)	Title 1 Certificated	3,500.00
			Instructional Materials and Supplies.	Title 1 Supplies and Services	4,500.00
			STEAM Related materials Technologies	Title 1 Supplies and Services	5,964.00
			ESS, Intersession, Remediation	Title 1 Certificated	2,012.50
			Software	Title 1 Supplies and Services	2,000.00

	<p>Intervention:</p> <p>1. PSP or Math Support Intervention classes for students that are struggling.</p> <p>2. Intervention classes based on low grades and failure to submit homework assignments. These intervention classes will be called Second Opportunity for Success (SOS) and the Positive Start Program (PSP). They will be taught by credentialed teachers four to five days a week days per week depending on need.</p> <p>6. Increase school wide literacy and critical thinking skill through project based learning.</p> <p>7. Develop students who can use technology to solve real world issues through project based learning.</p> <p>9. Staff mentoring of students who are struggling academically or socially.</p> <p>10. Materials purchases for STEAM activities and project based learning.</p> <p>11. Implementation of digital support curriculum or other digital engagement tools to support</p>	<p>1. Attendance to PSP or Math Intervention classes and grade comparisons.</p> <p>1. Increased SBAC, benchmark, scores as well as, grades.</p> <p>2. Tracking of number of attendees and monitoring of grades for interventions.</p> <p>6. Increased student performance on benchmark exams, grades, and SBAC scores.</p> <p>7. Increased student performance on benchmark exams, grades, and SBAC scores.</p> <p>9. Increased academic performance and decrease in disciplinary incidents.</p> <p>10. Increased student participation with further ready materials as measured through computer usage sheets and use of the SOLE building with the materials, as well as, enrollment in STEAM courses and decreases in D/F rates.</p> <p>11. Increase in student achievements on assessments, usage reports, and student</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>students during learning.</p> <p>12. Extended Summer School or ESS support classes to remediate those students that are need of a second opportunity to successfully meet desired standards and outcomes for required courses for graduation.</p> <p>13. Intercession-Is a program where certificated teachers will implement an intervention session during Spring and Winter Break to increase student grades in their currently enrolled courses.</p> <p>14. Software to increase student engagement and measure student progress, work completion, and encourage higher order thinking.</p>	<p>engagement during observations.</p> <p>12.. Increase academic achievement by completing promotion requirements.</p> <p>13. Increase student achievement in currently enrolled classes.</p> <p>14. Software program printouts, teacher and student engagement reports.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Professional Development	3. Classroom visits and walks both formal and informal.	All associated costs with professional development.	Title 1 Professional Development	15,000.00
	3. Staff development on best teaching practices to increase use of mathematical practices.	4. Increased student performance on benchmark exams, grades, and SBAC scores.			
	4. Collaboration with Math department to analyze benchmark data and increase student performance.	5. Classroom visits and walks both formal and informal.			
	5. Professional development on new curriculum and Common Core strategies to increase student achievement..	6. Walkthrough data and Increased Benchmark and SBAC scores.			
	6. Staff development on best practices specifically focused on literacy in the classroom, 21st Century Skills i.e. speaking, listening, reading, writing, collaboration, etc.				
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	<p>1. Math support class or intervention course will be offered with math teachers serving as the support also.</p> <p>2. SADIE, WICOR and SIOP strategies stressed training and implementation for math classes and intervention.</p> <p>3. Staff development on best teaching practices to increase use of mathematical practices.</p> <p>4. Increased and additional communications with parents and families of English Learners. This will include increased need for translation and clerical service during and for parent meetings.</p> <p>5. Allow English Learners access to higher education facilities to be developing future educational plans.</p> <p>6. Additional classroom support for English Learners to help them access the content in spite of their language deficit.</p>	<p>1. Increased student performance on benchmark exams, grades, and SBAC scores.</p> <p>2. Walk-Through and observations, as well as, increased student performance on benchmark exams, grades, and SBAC.</p> <p>3. Walk-Through data.</p> <p>4. Increased parent involvement, and sign-in sheets from meetings and surveys with families and community members.</p> <p>5. In ALD students will establish SMART goals and develop a college plan.</p> <p>6. Increased SBAC, benchmark, scores as well as, grades.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>1. Resource Study Skills classes for low performing students.</p> <p>2. Rewards materials used in class for student with disabilities.</p> <p>3. Instructional paraprofessionals that push into core classes to assist resource students.</p> <p>4. Meet with teachers to monitor IEP goals as a means of ensuring students are making progress towards meeting those goals.</p> <p>5. Further use of Title 1 counselor to provide supports to students i.e. goal setting, meeting to id academic and social status, and promotion requirements.</p>	<p>1. Increase SBAC, benchmark scores and grades for students with Special Needs.</p> <p>2. Increase SRI scores and SBAC scores.</p> <p>3. Increase SBAC, benchmark scores and grades for English Learners.</p> <p>4. This will be monitored on an individual basis through the IEP process</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall, RJHS was able to implement a majority of its strategies/activities for the 2022/2023 school year. A majority of the strategies were effective but we were unsuccessful in changing attendance behavior through offering additional attendance challenges. We were successful in setting up SITS meetings to work with students who had high absenteeism, etc. with our Title 1 counselor and MCS counselor as well as leadership and support staff to create tier 1 and 2 level supports for these students.

With the steady decline of "shelter in place" requirements and "quarantine" due to COVID we have come closer to meeting our pre-COVID attendance rates but are still shy of our 2022-2023 lofty attendance rate goal of 95%.

Overall enrollment count is down by 27 students from the 2021-2022 school to a count of 782 students for 2022-2023 school year (of which over 20 students are with MVA). Our current attendance rate is up to 91.32% (From 88.19% last year) and decrease of 80 students in our chronic absentee count of 215 for a rate of 27.49% a decrease of 8.97% from 2021-2022. We have also seen a decrease in our Annual Dropout rate by students leaving us with one drop out for the 2022-2023 school year (when this data was gathered and summarized in early April 2023).

RJHS has seen an increase in the attendance rates for all Federal Ethnicity during the 2022-2023 school year. Our English Language Learner population showed the largest increase during the current school year jumping from 89.29% in 2021-2022 to 92.34% for 2022-2023 but it also carried 22% of chronically absent students. We did also see an increase in attendance for students with disabilities from 85.21 in 2020-2021 to 89.31% in 2022-2023 but they also made up over 20% of our chronically absent students. When looking at Federal Ethnicity our students of Hispanic or Latino make up 64% of our chronically absent students followed by students classified as white making up 21%.

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

RJHS had turnover in its attendance staff for the first time in over 20-years during the 2022-2023 school year. Throughout portions of the 2022-2023 school year RJHS operated with substitute personnel before bringing on new permit staff. Even with these hurdles RJHS was able to improve on its attendance rate from the previous school year. Our counseling personnel were able to meet with our chronically absent students (and often times parents) and help create success pathways for them. RJHS also utilized district system such as STIS and MVA and our new communication device Parent Square to further our attendance goals and community communications. Roosevelt Junior High School continued to use Title 1 resources to try to involve its community members with an emphasis on creating intervention for students with attendance and discipline issue but failed to further increase its parent involvement in such meetings. RJHS also struggle to find the

needed certificated staff to run Saturday Schools to increase its attendance rates. RJHS and MCS also encountered staffing struggles to fully staff its Student Assistant Specialist position, as well as, its Intervention Center personnel.

Due to changes to attendance procedures for the 2021-2022 school year we were unable to implement as many SARTS, SARBS, and Home Visits as originally intended. With the change to attendance procedures from the 2020-2021 school year to the 2021-2022 school year we have seen an increase in chronically absent students (38.99%) as attendance is based on student completion of class assignments. But the 2022-2023 school year allowed RJHS to increase its home visits and community outreach with the use of our new Parent Ambassador from MCS and local agencies which help the site to identify and find students that may have met the qualifications as drop outs and homeless status to further support them in getting to school.

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 will look to fully implement strategies with fidelity in the 2023-2024 as we see fewer COVID cases. RJHS will be modifying our Intervention Center and the interventions/materials that are available to students to encourage positive student behaviors and interactions and reduce suspension and recitivism rates to further support our attendance goals. (This is also part of our PBIS Goal). RJHS hopes to be able to be fully staffed to offer the numerous supports outline in LCAP and this Title 1 document to further support student attendance. Our attendance goal is to increase our attendance rate to 95% overall for all students and decrease its chronically absenteeism rate from 27.4% to under 15%.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

further reward 1st, 5th, and 6th period courses for positive and improved attendance to encourage a reduction of tardies before school starts and at the end of lunch periods.

Further use site based personnel to implement attendance procedures and with fidelity.

ATTENDANCE PD

Based on Analysis of tardy data we identified the following area of need in professional development Engagement Strategies

To address this the school can:

further training in classroom engagement strategies to encourage students to be to class and stay in class.

Additionally we analyzed specific data to indicate the following need(s):

MOSIS and MCS Attendance Dashboard data and identified that student attendance is slowly improving for all students at RJHS but do see chronically absentee rates higher than expected which has an effect on student outcomes.

Discuss the areas of strength and need based on data analysis:

We have identified that due to these needs Roosevelt Junior High School will need to further implement positive attendance strategies, like increased rewards, acknowledgements, home visits, Tier 1 and 2 interventions, as well as, SART and SARB meetings and fully utilize clerical staff to implement strategies with fidelity.

Subject: Attendance**LEA/LCAP:** LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%. Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) on the 2023 CA Dashboard.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 88.76%	Goal 89.26%	Actual 37.44%	Goal 36.44%
English Learners (EL)	Actual 88.11%	Goal 88.61%	Actual 39.39%	Goal 38.39%
Students with Disabilities (SWD)	Actual 84.71%	Goal 85.21%	Actual 53.33%	Goal 52.33%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					

Schoolwide (SW)		1. Increased number of rewards and incentives provided. 2. Increased number of Saturday Schools. 3. Reduction in suspensions and disciplinary incidents. 4. Decreased rate of habitually absent students. 5. Decreased rate of habitually absent students. 6. Decreased rate of habitually absent students. 7. Decreased rate of habitually absent students 8. Increased attendance rate 9. Decreased chronic absenteeism 10. Decrease of the recidivism rates of student in Intervention Center. 11. Increased in attendance and decrease in habitual absences, tardies, and an increase in attendance rate.	Incentives	Title 1 Supplies and Services	1,500.00
			Intervention Center Materials and supplies to support interventions for discipline and attendance.	Title 1 Supplies and Services	1,000.00

	<p>1. Administration will provide attendance recognition for those students who attend on a regular basis.</p> <p>2. Provide Saturday School for students to make-up an absence.</p> <p>3. Create a safe and effective learning environment through teaching of school wide character traits and expected behaviors.</p> <p>4. Counseling for those students that are struggling to attend regularly.</p> <p>5. Use of attendance liaison to do home visits for students who are habitually absent.</p> <p>6. Use of the SARB and SART processes as a means of providing support and accountability to students and parents.</p> <p>7. Administrative home visits for those students who are habitually absent.</p> <p>8. Weekly and Monthly attendance competitions between classes to encourage daily attendance.</p> <p>9. Extra incentives to improve students with chronic absenteeism.</p> <p>10. Increase interventions and</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>atmosphere within our Intervention Center to encourage Positive Behaviors and student interactions.</p> <p>11. Professional Development in Engagement and intervention strategies to encourage student attendance.</p>				
	<p>12. Work to further implement SEL content to students struggling to attend due to social emotional issues.</p>	<p>12. SAS referrals and waitlists.</p>			
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	<p>1. Continue to strengthen the partnership between the families of our English Learners and the school.</p> <p>2. Provide resources and access to community connections to the parents of English Learners.</p>	<p>1. The number of participants who attend our ELAC meetings.</p> <p>2. The number of participants attending the parent support and informational meetings offered.</p>			
Students with Disabilities (SWD)	<p>1. Work more closely with Special Education Program managers and case managers to ensure all of the Special Education student needs are met.</p>	<p>1. Increased attendance rate for students with disabilities.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Roosevelt Junior High School teachers migrated from a paper fiat system to a digital system to provide students with positive recognition for their behaviors in the 2021-2022 school year and continued to utilize this system within the 2022-2023 school year. Teachers award students 203,427 "Teddy Bucks" or PBIS points and this Fiat Money was redeemed for prizes from our "Go For the Gold" student PBIS store (7th grade = 101617 "Teddy-Bucks" and 8th grade 101810-"Teddy Bucks") an increase of over 100,000. The student store distributed 5,000 individual items (2,747 to 7th Graders and 2,251 to 8th Graders). 9-teachers created their own store within the digital system and awarded students with in-class prizes for positive behaviors. There was also an increase in the number of Student of the Month awards distributed during the school year for an average of over 17 a month with a total of 151 recipients. The Roosevelt staff formed two teams to address PBIS one being School Climate and Culture and the other being Social Emotional Learning as we focused on building and expanding our activities, sports, and support academic and social behaviors. Roosevelt was able to implement several social skills lesson to its ALD course to support its anti-bullying drive. Overall, we saw a decrease in overall disciplinary incidents from the 2020-2021 school year to the 2022-2023 school year.

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

Roosevelt Junior High School did see an decrease in the total number of suspensions in the 2022-2023 school year in comparison to the past four years but did not decrease by 3% (as of April 10, 2023). This could attributed to changes in board policy, state law, and further use of our Intervention center and tiered interventions; therefore, meeting our PBIS 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.

Roosevelt Junior High School will continue to provide incentives to students for positive behaviors or "Getting Caught Doing Something Good" and "Going for the Gold". We will be expanding our PBIS program to offer additional anti-bullying activities, SEL curriculum and revamp our intervention center and Tiered Interventions to better meet the needs of our students and decrease our suspension rate from 7.52% in the 2022-2023 school year to under 7% .

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

Continue to implement classroom social skills lessons. Implementing Restorative Practices to reduce our suspension rate and continue training with front-line staff.

Implement PBIS success criteria into Intervention Center interactions with students and work closely to align Center for Human Services Programs with that of our Intervention Center.

PBIS PD

Based on Observations we identified the following area of need in professional development De-escalation

To address this the school can:

Further utilizes Center for Human Resources Staff to expand our Intervention strategies to help students deescalate.

Additionally we analyzed specific data to indicate the following need(s):

Our MOSIS and Datadashboard information shows that a majority of our suspensions are for physical or verbal altercations or possession or being under the influence.

Discuss the areas of strength and need based on data analysis:

Based on this data we see that staff and students are in need of development of pre-intervention practices.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status on the CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 9.07%	Goal 8.77%
English Learners (EL)	Actual 3.24%	Goal 2.94%
Students with Disabilities (SWD)	Actual 9.76%	Goal 9.46%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					

Schoolwide (SW)					
			Positive rewards/Student Incentives and Recognitions	Title 1 Supplies and Services	1,500.00
			Newsletter mailing, Reprographics	Title 1 Supplies and Services	873.00
			Anti-bullying and Positive Behavior Supports Assemblies	Title 1 Supplies and Services	2,000.00
			Character Development, SEL, Climate and Culture, Materials, Trainings, supplies and services, etc.	Title 1 Supplies and Services	1,000.00

	<p>1. Quarterly meetings with PBIS/Safety Team team to analyze discipline data.</p> <p>2. Staff development in effective classroom management techniques.</p> <p>3. Classroom presentations to review behavior expectations with students.</p> <p>4. Classroom presentations to discuss bullying.</p> <p>5. Increased social counseling both by site-based counselor and Center for Human Services.</p> <p>6. Incentives to encourage positive behavior.</p> <p>7. Character recognition awards.</p> <p>8. Navigating Junior High Meetings to inform parents on adolescent development and parenting of junior high students.</p> <p>9. Positive post cards sent home for student who show improvement</p> <p>10. Student activities to promote tolerance and anti-bullying school-wide.</p> <p>11. Career fair to provide students with</p>	<p>1. Decrease in disciplinary incidents.</p> <p>2. Decrease in classroom referrals based on non-attendance related issues.</p> <p>3. Decrease in disciplinary incidents.</p> <p>4. Decrease in bullying incidents.</p> <p>5. Decrease in disciplinary incidents.</p> <p>6. Increase in number of positive rewards given.</p> <p>7. Increased number of character education awards given both site based and district level.</p> <p>8. Increased parent involvement.</p> <p>9. Increased number of positive postcards sent home monthly.</p> <p>10. Decrease in disciplinary incidents.</p> <p>11. Increased student performance.</p> <p>12. Decrease disciplinary incidents.</p> <p>13. Decreased suspension rate.</p> <p>14. Increased student involvement</p> <p>15. Assembly attendance and discipline rates.</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>the opportunity to develop their future plans.</p> <p>12. Intervention Specialist in the Intervention Center to provide reflective activities to students as a means to reducing recidivism rate.</p> <p>13. Increased parent communication regarding junior high related topics which will additional clerical support to support in these programs/interventions, etc.</p> <p>14. Additional clerical support increase students activities related to ASB.</p> <p>15. Antibullying campaign to reduce discipline incidents.</p> <p>16. Character development materials to further develop and implement Tier 1 and 2 interventions, Restorative Practices, and ____.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	<p>1. Goal setting with English Learners as part of classroom presentations that explain the reclassification process.</p> <p>2. Parent meetings such as ELPP and Navigating Junior High School to support the parents of English Learners in understanding the junior high system and the supports that are available.</p> <p>3. Restorative practices training for ALD and ELD teachers.</p>	<p>1. Reduction in disciplinary incidents and suspension for English Learners.</p> <p>2. Increased parent involvement as determined by sign-in sheets and parent participation.</p> <p>3-4. Reduction in disciplinary incidents and suspension for our English Language Learner students.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	1. Counseling support in Study Skills class to teach students strategies for dealing with confrontation.	1. Reduction in disciplinary incidents and suspension for Students with Disabilities.			
	2. Navigating Junior High Meetings to inform parents on adolescent development and parenting of junior high students.	2. Increased parent involvement as determined by sign-in sheets and parent participation.			
	3. Use of district behavioral coach to work with students and families to provide needed academic and behavioral support.	3-4. Reduction in disciplinary incidents and suspension for our students with disabilities.			
	4. Continued training for special education teachers and support staff in restorative practices.				
Other Student					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Roosevelt Junior High School will increase it's sites equity and access opportunities in all areas of campus life. This process will begin by analyzing the course offering and pathways that are present for all students at RJHS, and how to offer multiple opportunities for all students to access courses. This will be achieved through guest speakers highlighting the strength and opportunity with STEM, STEAM, Career and College Fares, Science Olympiad, academic and VAPA field trips, as well as staff development in areas of equity and best practices. We will also work with our local schools to vertically articulate success criteria and lesson to best supports and expose students to what is needed to be successful in junior high and beyond.

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.

For the 2023-2024 school year Roosevelt Junior High school will focus it Academic Equity, Opportunity, and Awareness goal on increasing academic engagement. This will be measured through grades, interventions, and walkthrough data with a focus on our EL and SPED students success in courses and interventions. We will measure pass rates of these students and well as informal walkthrough data as we focus on 21st century skills such as speaking, listening, reading, writing, and collaborating with SIOP, WICOOR, and SADIE strategies.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Grades we identified that 0-49% of All students are in need of support / intervention in the area of: credit recovery

To address this the school can:

Increase its variety of engagement strategies to further support all learners in all classes to prevent them from failing courses.

Provide additional supports and interventions for all students who are not completing courses, or are in danger of failing.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development CIPD support

To address this the school can:

Work with the CIPD Department to provide training at Staff Meetings, lunches, etc to further develop teacher efficacy in the use of WICOR, SADIE, and SIOP strategies to better meet the needs of all learners.

Work with staff on teaching strategies that incorporate 21st century skills such as speaking, listening, reading, writing, and collaborating in each class daily.

Additionally we analyzed specific data to indicate the following need(s):

Fail rates for students and identified the need for interventions and trainings for EL, SPED, and all students schoolwide.

Discuss the areas of strength and need based on data analysis:

Based on MCS Data Dashboard information we have identified that 46.29% of students at Roosevelt received a D or F during the first semester of the 2022-2023 school year (English Learners had the highest percentage at 62.11% and 48.65% were SPED students-up by 3%).

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Roosevelt Junior High will increase engagement strategies and interventions to better support all students with a focus on EL, and SPED students to decrease fail rates by 5% while increasing and increase student awareness of pathways and programs offered at RJHS and MCS overall.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)					
			Library Books	Title 1 Supplies and Services	400.00
			Translation services for meetings	Title 1 Classified	1,000.00

	<p>1. Increase options for extended Summer School ESS for students that need it.</p> <p>2. Intervention classes based on low grades and failure to submit assignments. These intervention classes will be called Second Opportunity for Success (SOS) and the Positive Start Program (PSP). They will be taught by credentialed teachers throughout the week deepening on need.</p> <p>3. Stock the library with books that mirror our student population.</p> <p>4. Career Fair to provide students with the opportunity to develop career plans and inspire them to continue working toward graduation requirements.</p> <p>6. Intercession classes to support bring-up student grades prior to them failing classes during school breaks.</p> <p>7. Second Opportunity for Success (SOS) course/intervention offered for students on a voluntary basis to provide tutoring sessions by certificated teachers.</p> <p>8. Academic Language Development classes for English Learners to develop foundational</p>	<p>1. Enrollment of students who were not successful in their first attempt to successfully "pass" a CORE academic class.</p> <p>2. Weekly tracking of number of attendees and monitoring of grades.</p> <p>3. Increase in books of other languages, and varying topics/backgrounds, through purchase receipts.</p> <p>4. Increase student performance.</p> <p>6. Measure the percentage of students enrolled and those that complete the work.</p> <p>7. Tracking of students in attendance and review of overall academic scoring/grades.</p> <p>8. SBAC scores, CELDT scores, ELPAC scores, benchmark exams, and grades.</p> <p>9. Increased academic performance (grades/progress) and decrease in disciplinary incidents.</p> <p>10. Parent attendance to meetings, and Sign-In sheets</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>literacy skills.</p> <p>9. Non-Voluntary and voluntary Intervention classes based on low grades and failure to submit homework assignments. These intervention classes will be called Positive Start Program (PSP). They will be taught by credentialed teachers before or after school.</p> <p>10. Translation services for meetings</p> <p>11. Professional Development on WICOR, SADIE, and SIOP trainings to increase teacher engagement strategies.</p>	<p>11. Increased academic performance, walkthrough data identifying high leverage instructional strategies and engagement techniques.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	12. Professional Development for Counselors and supporting team members to further identify areas of equity and inclusion for all student with a focus on EL students, and students with disabilities as well as other marginalized groups.	12. Increased academic performance, walkthrough data identifying high leverage instructional strategies and engagement techniques.	Professional Development	Title 1 Professional Development	4,924.00
English Learners (EL)	<p>1. Use of an EL coordinator for students enrolled in our Language Institute program/"New Comer" program.</p> <p>2. Use of an EL Counselor to provided additional interventions with EL students and their parents.</p> <p>3. Additional training for teachers ALD courses.</p>	<p>1. Identify, track progress, and communicate with parents to be monitored by contact logs.</p> <p>2. Through counselor log sheets, SITS Meetings, and, Sign-In Sheets.</p> <p>3. Increased academic performance (grades/progress) and decrease in disciplinary incidents.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

	<p>1. Training in SADIE, SIOP, and WICOR based instructional strategies to support all EL learners.</p> <p>2. Parent meetings such as ELPP and Navigating Junior High School to support the parents of English Learners and those with students that have disabilities in understanding the junior high system and the supports that are available.</p> <p>3. Math and English support classes to be offered with additional paraprofessional support.</p> <p>4. Career and College Fair to provide students with the opportunity to develop career plans and inspire them to continue working toward graduation requirements.</p> <p>5. Math and English support classes to be offered with additional paraprofessional support.</p> <p>6. Intercession classes to support raising student grades prior to them failing the classes during school breaks.</p> <p>6. Intercession classes to support bring-up student grades prior</p>	<p>1. Increase success in class completions and grades.</p> <p>2. Increase parent involvement in understanding graduation requirements as measured through meeting attendance.</p> <p>3. Increased student performance on benchmark exams, grades, and SBAC scores, as well as, increased promotion rates.</p> <p>4. Measured through ALD SMART Goals.</p> <p>5. Increase SBAC, benchmark and student grades/promotion rates.</p> <p>6. Measure the percentage of students enrolled and those that complete the work.</p> <p>6. Measure the percentage of students enrolled and those that complete the work.</p> <p>7. Tracking of students in attendance and review of overall academic scoring/grades.</p> <p>8. SBAC scores, CELDT scores, ELPAC scores, benchmark exams, and grades.</p>	
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	to them failing classes during school breaks.	9. Increased academic performance (grades/progress) and decrease in disciplinary incidents.			
	7. Second Opportunity for Success (SOS) course/intervention offered for students on a voluntary basis to provide tutoring sessions by certificated teachers.				
	8. Academic Language Development classes for English Learners to develop foundational literacy skills.				
	9. Non-Voluntary and voluntary Intervention classes based on low grades and failure to submit homework assignments. These intervention classes will be called Positive Start Program (PSP). They will be taught by credentialed teachers before or after school.				
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	1. Professional Development in instructional strategies that best support the needs of SWD.	1. Increase success in class completions and grades.	Professional development to increase the knowledge and implementation of engagement strategies for students with disabilities.	Title 1 Professional Development	5,000.00
	2. Parent meetings such as ELLPP and Navigating Junior High School to support the parents of English Learners and those with students that have disabilities in understanding the junior high system and the supports that are available.	2. Increase parent involvement in understanding graduation requirements.			
	3. Instructional paraprofessionals that push into core classes to assist resource students.	3. Increased student performance on benchmark exams, grades, and SBAC scores, as well as, increased promotion rates.			
	4. Resource/Study Skills for low performing students.	4. Increase SRI, SBAC, and benchmark scores as well as graduation rates.			
	5. Career Fair to provide students with the opportunity to develop career plans and inspire them to continue working toward graduation requirements.	5. Increase student performance.			
	3. Math and English support classes to be offered with additional paraprofessional support.	6. Increase SBAC, benchmark and student grades/promotion rates.			
	6. Intercession classes to support bring-up	7. Measure the percentage of students enrolled and those that complete the work.			
		6. Measure the percentage of students enrolled and those that complete the work.			
		7. Tracking of students in attendance and review of overall			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>student grades prior to them failing the classes during school breaks.</p> <p>7. Second Opportunity for Success (SOS) course/intervention offered for students on a voluntary basis to provide tutoring sessions by certificated teachers.</p> <p>9. Non-Voluntary and voluntary Intervention classes based on low grades and failure to submit homework assignments. These intervention classes will be called Positive Start Program (PSP). They will be taught by credentialed teachers before or after school.</p>	<p>academic scoring/grades.</p> <p>9. Increased academic performance (grades/progress) and decrease in disciplinary incidents.</p>			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The 2023-2024 school year was a mix of in-person meetings, distance events and on-campus activities. Roosevelt Junior High School presented a 4-part series of Navigating Junior, 5 SSC meetings, 6 ELAC, Open House, Back-Too-School Night, Parent Balloting Workshop, and several parent restorative practice meetings. More parents viewed our meeting when we recorded and posted them online than in person i.e. 178 parents viewed our Navigating Junior High meetings via pre-recorded You-Tube Videos, as well as, our balloting instructions for parents/students 103 views.

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

Although, ParentSquare messages were sent home, along with mailers/invites for each meeting, translation services were available, but attendance was still low (below 1% of parent population) for a majority of all meetings (minus Open-House and Back-to-School night).

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.

This year we will fully implement our plan. We will continue to monitor outcomes using the metrics that were described.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: navigating school

To address this the school can:

Continue to seek ways to increase parent participation in Back-to-School Nights, Open Houses, Health and Safety Meetings, etc. This will require the school hold meetings, at numerous times, in numerous formats (in person and virtual) with translation services and child care (at times) to better capture its audience.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development CIPD Support

To address this the school can:

Implement site based classes to help improve parent and teacher communication, in written and verbal forms and use of translation services. Work with parents and teachers on the use of Restorative Practices through PD to improve communication and parent participation within the process of modifying student behaviors. Establish equipment than can be used to support the community in engaging with the PD, meetings, etc. PD/Informational classes on the type of parental involvement options we do have on site and how parents can get involved.

Additionally we analyzed specific data to indicate the following need(s):

We have analyzed data from sign-in sheets for our Parent Meetings, Back-To-School Night, Navigating Junior High, Open House, Heath and Safety Meetings, ELAC, SPSA Meeting, etc and see that less than 1% of our parents participate in these activities.

Discuss the areas of strength and need based on data analysis:

Roosevelt Junior High has contentiously communicates with its stakeholders regarding school meetings and events through Parent Square, email, and Social Media. Unfortunately, turn out to these events is relatively low. To increase participation we can offer child sitting services, use multiple translators and technological devices to meet the various needs of our parents, as well as, increase clerical staff to make calls to encourage parent engagement. We can also hold classes to help parents better understand the types of parent involvement that can be offered at the junior high school level.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 To increase parent participation in school site meetings, activities, PTSO, and overall engagement in school functions to over 5% of our current parent/guardian population.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to further engage parents in meetings, activities, etc. at Roosevelt Junior High School.					
Schoolwide (SW)	1. Refreshments/Supplies for parent training and meetings. 2. Child Care 3. Postage to mail fliers, etc. 4. Printing of Title 1 and supporting documents for the community.	1. Through Sign-In sheets and distribution of funds on desired supplies for parent training's. Checking-In and Out materials for use during PD, meetings, etc. 2. Sign-In sheets at meetings and where child care is offered. 3. Mailing receipts and returned mail as well as meeting participation based on sign-in sheets. 4. Repographics job numbers and receipts.	Refreshments/Supplies for parent training's and meetings. Service to support parent attendance during in-person meetings.	Title 1 Parent Involvement	805.00
			Teacher Presentation Costs and Development	Title 1 Parent Involvement	370.00
			Postage for mailings.	Title 1 Parent Involvement	621.00
			Printing and copying of materials	Title 1 Parent Involvement	300.00
			Child Care	Title 1 Parent Involvement	452.00

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Offer translation services for parents during meetings and during the school day.	1. Through meeting sign-In sheets and pay claims.	Sign-In Sheets and Meeting Agenda and Notes	Title 1 Parent Involvement	914.00
	Translating and Printing of meeting materials and supporting documents for the community.	1. Through Reprographic Orders and mailing receipts.			
Students with Disabilities (SWD)	Offer additional office personnel to call and arrange meetings for parents.	Call logs			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Increased communication with parents of English Learners through quarterly newsletters and connection to school based resources such as Power School Increased communication with parents and families of English Learners. This may include after-hours translation services during parents meeting.	TCII Translator (4-Hours)	Title 1 Positions	34635	ELA Goal 1 Math Goal 2 Equity Goal 5
Increase counseling services to students in need of intervention i.e. English Learners, Special Education Students, and students in need of credit recovery.	EL Counselor	Title 1 Positions	65827	ELA Goal 1 Math Goal 2 Equity Goal 5
Increased parent communication regarding junior high related topics which will additional clerical support to support in these programs/interventions, etc. This may include after-hours services to prepare and support meeting.	TCII Receptionist (2-HR)	Title 1 Positions	17318	ELA Goal 1 Math Goal 2 Equity Goal 5
	substitute costs for classified positions	Title 1 Positions	1500	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	119,280.00	0.00
Title 1 Professional Development	39,924.00	0.00
Title 1 Parent Involvement	3,462.00	0.00
Title 1 Certificated	12,025.00	0.00
Title 1 Classified	1,000.00	0.00
Title 1 Supplies and Services	28,202.00	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$203,893
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$203,893
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$203,893.00
Grand total budgeted including carryover from Section 11	\$203,893

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$0

Total of State and local programs that the school is including in the schoolwide program: \$0

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Roosevelt Junior High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Gloria Edith Robles Term: 2022-23/2023-2024 XParent Community Member	1. Name: Shaun Pelter Principal
2. Name: Donna Haug Term: 2022-2023/2023-2024 XParent Community Member	2. Name: Ben Carlson Term: 2021-22/2022-2023 Teacher
3. Name: Melissa Pederson Term: 2021-22/2022-2023 XParent Community Member	3. Name: Divina Fuentes Term: 2021-22/2022-2023 Teacher
4. Name: Admiral Dewey Term: 2022-21/2022-2023 Student	4. Name: Matthew Fredrickson Term: 2021-22/2022-2023 Teacher
5. Name: Phoenix De La Cruz Term: 2022-2023 Student	5. Name: Ashley Zepeda Term: 2022-2023/2023-2024 Teacher
6. Name: Hugo Betancourt Term: 2022-2023 Student	6. Name: Emily Poisson Term: 2022-2023/2023-2024 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Luz Aispuro	English Language Advisory Council (ELAC)
Roosevelt 4/3/2023	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 04/25/2023

Attested:

Shaun Pelter	SSC Chairperson
Ben Carlson	SSC Vice Chairperson
Hugo Betancourt	SSC Secretary