The Single Plan for Student Achievement

ROOSEVELT Elementary School

01-61291-6002448
CDS Code

Date of this revision: **May, 2013**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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San Leandro Unified School District

The District Governing Board approved this revision of the School Plan on

June 10, 2013

Introduction Section

District Mission

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and to become confident, collaborative, and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

San Leandro Unified School District
2012-2013 District Goals

Learning by Doing Together
Guiding Principles

The District will:

- Be bold and innovative in its thinking
- Ensure *all* students are college and/or career ready
- Maintain a focus on equity and closing the achievement gaps
- Hold ourselves accountable for improved student learning
- Provide learning environments that are free from all forms of harassment

Goals

Goal #1: Educate the Whole Child: Ensure the academic, physical, social and emotional well-being of every student

Goal #2: Ensure the Financial Stability of the District

Goal #3: Provide Effective and Timely Communication and Community Engagement

Goal #4: Human Resources-Recruit and Support Outstanding Employees

Goal #5: Ensure Safe and Well Maintained Facilities

District Instructional Focus Plan



San Leandro Unified School District

San Leandro, California

Student Success through Instructional Leadership

2010-2013 Instructional Focus

Cindy M. Cathey
Superintendent of Schools
December 2010

For more than five years, San Leandro educators have engaged in nationally recognized work in the area of racial equity and its importance for educating a diverse student population. Now, we are well positioned to transform our district-wide investments into more focused classroom instruction, in order to support accelerated student achievement.

Good teaching is the most important predictor of student learning. It is the primary vehicle for achieving our goal of accelerated growth for every student, every year … without exceptions. Although some of our schools have shown improvements in student achievement in recent years, we still have a long way to go toward ensuring equitable educational outcomes for all students in every school.

This **Instructional Focus** reflects an ongoing commitment to four strategic priorities of our district:

- -Infusion of our *racial equity mindset*, principles, and practices into day-to-day effective instruction for all students;
- -Disciplined implementation of our *tiered intervention strategy*, including consistent attention to *culturally responsive teaching-&-learning* and *proven instructional practices for English learners;*
- -Promoting quality *data-informed professional collaboration*, with a bias toward improving instructional practices;
- -Developing strong *instructional leadership* among teachers and school leaders.

This Instructional Focus is an expression of our sense of urgency and recommitment to ensuring an **effective teacher in every classroom and effective leader in every school** because they are the precursors to student learning.

GOAL

Continuous academic growth for every student, every year...no exceptions!

Accelerated academic growth for those students not yet at grade level
Continuous **socio-emotional development** for every student by name
Academic tenacity by every student

Vital Signs of Student Progress

- Student attitude, motivation, attendance and engagement
- Student authentic demonstration of learning
- Closing the "achievement gap" and accelerating learning for all students
- Student growth and performance in content areas
- Student readiness for participation in a digital/media-rich global society
- Student successful transition from grade-to-grade and pre-K → elementary → middle school → high school → post-secondary education





In San Leandro Unified School District, we believe that all students can achieve at high levels. While they will not meet the standards at the same time or in the same way, we must, nonetheless, hold all students to the same high expectations relative to their academic achievement and socio-emotional development.

Student Demographics and 2010 API Results

Student Group	% of Total	2010 API	API vs. API for White Students
African American	16.2%	663	-122
Asian	15.2%	849	+64
Filipino	8.6%	785	0
Hispanic/Latino	43.4%	682	-103
White	12.5%	785	–
Socioeconomically Disadvantaged	54.1%	691	–
English Learner	27.9%	685	–
Students with Disabilities	11.8%	565	–

source: http://www.sanleandro.k12.ca.us/20771032619335949O/site/default.asp

In San Leandro USD, our fundamental premise is this: **effective teachers** in every classroom and **effective leaders** in every school constitute the most powerful drivers of student success. Therefore, as practitioners, we are committed to **continuous improvement of our professional practices**, because they are the precursors to student learning.

	Teaching Practices	Leadership Practices	Organizational Practices
Pillar #1 *All students have access to a challenging core curriculum, differentiated instruction, and assessments that are directly aligned to all state standards in all content areas. Differentiated instruction is designed to meet the varied learning needs of each student.*	**Standards-Aligned Differentiated Instruction**		
	T1: Teachers will link daily objectives to essential core content standards through differentiated instruction. T2: Teachers will adhere to appropriate, content-specific pacing guides using Board-approved materials.	L1: Leadership Team will conduct classroom visits to highlight effective standards-based instructional strategies. L2: Leadership Team will facilitate ongoing grade level and school-wide dialogue regarding pacing guides, essential standards, and classroom visits.	O1: School/District will provide and constantly review pacing guides to ensure the focus is on essential standards and is realistic. O2: School/District will provide training and support for teachers in successful differentiation strategies.
Pillar #2 *Instruction uses students' prior knowledge, learning styles and cultural background; procedures will support the perspectives and needs of our diverse stakeholders. We will infuse our day-to-day instructional practices with insights and experiences from our multi-year, district-wide racial equity work.*	**Culturally-Responsive Teaching and Learning**		
	T3: Teachers will utilize a variety of instructional strategies (e.g. role play, independent work, research projects, cooperative learning) to engage all learners. T4: Teachers will use students' home cultural experiences as a foundation for developing knowledge and skills. T5: Teachers will encourage students to set goals, evaluate own performance, and act on feedback they receive from their teachers or peers.	L3: Principal/Leadership Team will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations. L4: Principal will ensure that teachers and staff set high expectations for all students and motivate them to meet those high standards. L5: Principal will communicate regularly with parents and community members (e.g. through newsletters providing an overview of culturally responsive curriculum goals, classroom activities, and selected samples of student work).	O3: School staff will communicate a consistent message of high expectations and high support for all students without exception. O4: School staff will implement a curriculum that is integrated, interdisciplinary and inclusive of topics that reflect their students' culture and experiences. O5: School/District will create positive relations and meaningful collaboration with parents and community in decision-making and educational development of children.
Pillar #3 *Teachers and staff collaborate in consistent cycles of inquiry using data from frequent, common formative assessments to plan, monitor & adjust teaching/ leadership/organizational practices. Our Professional Learning Communities (PLCs) reflect commonly held high expectations & a shared responsibility to improve learning.*	**Data-Driven Continuous Improvement**		
	T6: Teachers will communicate assessment criteria and standards to students daily. T7: Teachers will utilize findings from formative assessments and student work to inform and improve instructional and intervention practices. T8: Teachers will meet regularly to review formative assessment data and make instructional adjustments to address areas of concern and/or accelerate learning.	L6: Principal/Leadership Team will utilize data about student learning and professional practices to monitor implementation of school-wide and grade-level/department continuous improvement plans. L7: Principal/Administrators will align professional development opportunities for data analysis findings and essential standards to improve student achievement. L8: Principal/Leadership Team will meet with individual teams of teachers to review how data is being used to drive continuous improvement of classroom instruction.	O6: School/District will institutionalize a user-friendly data system for tracking progress of every student and every department. O7: School staff will regularly review summative and formative assessment results, attendance records, and other materials to identify problems and take action based on evidence. O8: Administrators will provide time for data-informed collegial collaboration about strategies for improving student achievement.
Pillar #4 *Trust among school-home community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice". Our schools and workplaces are safe and secure, and standards of conduct for students and adults are clearly articulated, fair to all and consistently enforced.*	**Safe Climate and Strong Relationships**		
	T9: Teachers will make special efforts to involve parents of students from economically disadvantaged, racial/ethnic minority and language minority backgrounds and respond to concerns with professional cultural sensitivity. T10: Teachers will provide time, encouragement and instructional strategies necessary to help all students achieve high academic growth. T11: Teachers and staff will communicate care and concern for students' learning and well-being, both verbally and non-verbally.	L9: Principal will provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education. L10: Principal/Leadership Team will equitably enforce high behavioral expectations that are clearly communicated to all students. L11: Principal/Leadership Team will build systems to link educators, students, parents, caregivers and the community to create schools that are safe and caring.	O9: All SLUSD personnel will treat parental concerns with respect and demonstrate genuine interest in developing solutions. O10: School staff will connect every student to at least one caring adult.

Vital signs & look-fors

What gets measured and reinforced, gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track "organizational health" and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate

Student Learning



CARING AND RESPECT

- On surveys, the majority of students indicate that they feel "valued as successful individuals" at their school.
- Decrease in the number of students sent to the office and/or out of class for discipline-related issues.

GROWTH ON ASSESSMENT

- *Elementary:* Increase in the percentage of students in all racial and ethnic subgroups who are proficient on their ELA and math benchmark assessments each testing period.
- *Secondary:* Increase in the percentage of students in all racial and ethnic subgroups who raise their GPA a minimum of .025 GPA points quarter to quarter.

Teaching Practices



RIGOROUS LEARNING ACTIVITIES

- As evidenced in classroom visits, 80%-100% of teachers using one or more identified (district, site, and teacher) specific, common instructional strategies.
- As evidenced in classroom visits, 80%-100% of teachers using one or more reflective and higher level thinking strategies.

COLLABORATIVE ANALYSIS OF WORK

- 100% of monthly collaboration meetings have a formal product and/or agenda/minutes.
- 100% of teachers meet monthly to analyze data, in order to inform teaching practice.

Leadership Practices



INSTRUCTIONAL MONITORING

- Classroom visits occur a minimum of 45-60 minutes daily or 3.5 hours weekly with general feedback reflecting school-wide trends and patterns.
- Percentage of grade levels/ departments that hold Data Summits (or academic conferences) at the end of each assessment cycle (3 times per year for elementary, 4 times per year for secondary)
- *Elementary:* Number of principal visits to observe focal students being progress monitored during intervention.

FAMILY-FRIENDLY SCHOOL CULTURE

- Majority of parents "agree that the school has a welcoming and inclusive environment for families" as evidenced by a family survey.
- Participants in ELAC, SSC, and PTA/PTO proportionately reflect the diversity of the school.

Organizational Practices



RESOURCES ALIGNED TO PRIORITIES

- Time, people, and funding are aligned to meet the needs of students based on data and research as evidenced in the District Professional Development Plan.

CULTURE OF ACHIEVEMENT

- Staff, students, and parents celebrate the successes of individual student and organizational achievement as evidenced by the number of community partnerships, African American/Latino Nights, Board agendas, school acknowledgements and recognition.

Facilitated, compiled and designed by Performance Fact, Inc.

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School Vision & Mission

School Vision and Mission

Roosevelt's mission is to provide a safe environment where high expectations, standards-based differentiated curriculum, and life-long learning are the norm for all students, as well as adults. We are working towards improving all students' scores on state assessments, as well as narrowing and closing the racial disparity in achievement on these tests through culturally responsive teaching, a rigorous academic program, and equitable practices. We believe this can be accomplished through open and honest communication, high expectations for every child, courageous conversations around race, partnerships with our families and community, and a commitment by all that values each child's voice. We invite our families and community members to partner with us and join us on this exciting journey.

All staff will:

- Communicate high expectations
- Be culturally responsive and create culturally responsive classrooms
- Show high levels of teacher engagement and expertise
- Foster an environment of respect and responsibility
- Commit fully to addressing the full range of learners
- Support safety for all through leadership, mentorship and advocacy

All students will be:

- Honored as individuals and learners with the expectation and support to achieve at high levels
- Respected and challenged to meet and even exceed grade level standards and proficiency
- Supported socially, emotionally and academically to ensure a safe and productive learning environment
- Provided with standards based instruction, proven interventions and rich and diverse opportunities for enrichment and challenge
- Instructed using State adopted materials
- Given every opportunity to thrive as learners



Roosevelt Elementary School

San Leandro Unified School District

San Leandro, CA

2012-2015 Instructional Focus

Victoria Forrester
Principal
February 2012

Shared Purpose + Dedicated Teachers

= Successful Learners!

At Roosevelt Elementary School, we believe that **success for every student,** without exception, rests on our sense of *shared purpose*, the *dedication of our teachers*, and the sustained commitment of our *caring community.* That combination of factors accounts for our long-standing success and culture of excellence.

Now, we aim higher still! We reaffirm our commitment to continuous growth for every student, regardless of the student's race/ethnicity, background or "circumstance."

This **Instructional Focus** is our roadmap for that journey, a statement of our commitment to transform our professional practices in ways that address the new realities facing our students, our school and our community. Our roadmap is built on **Four Pillars.**

- Equitable access to rigorous, high-level program
- Culturally responsive teaching-&-learning
- Collegial collaboration and accountability
- Strong relationships with families and community

As Roosevelt Elementary School opens this new chapter in its evolution, we remain true to the ideals that had made us a strong school: shared purpose and dedicated teachers, because they are the conditions that guarantee **every student by name … empowered, resilient, growing academically!**

our goal

Our Goal is our collective promise to every student, without exception.

Roosevelt Elementary School commits to eliminating disparities in and predictability of student achievement based on race/ethnicity.

our GOAL is clear!

All students, without exception, will attain significant year-to-year growth.







FIVE Vital Signs

1. Student *ATTENDANCE*
2. Student *VOICE AND MOTIVATION*
3. Student *PERFORMANCE IN CORE CONTENT AREAS*
4. Closing the "*ACHIEVEMENT GAP*"
5. *SUCCESSFUL TRANSITION* from grade-to-grade

Every student … by name … empowered, resilient, growing academically!

four pillars

Effective professional practices form the foundation for high levels of student learning and achievement. If we are to realize our Goal for student learning, we must build our educational programs on a strong foundation of *Teaching Practices, Leadership Practices and Organizational Practices.* Our **Four Pillars** are the building blocks of our professional practices; they frame what we must do well and consistently in order to ensure success for all students.

Teaching Practices	Leadership Practices	Organizational Practices

Pillar #1

No systematic barriers or "policy" exists to hamper student access to high-level courses or learning opportunities.

Equitable Access to Rigorous High Level Program

1: Teachers assess and provide appropriate modifications according to students' levels.

2: Teachers create flexible grouping in their classrooms to individualize instruction.

1: Principal provides release time for teachers to discuss learning accommodations and teaching strategies.

2: Leadership team creates and provides intermediary protocol before formal SST.

1: District provides release time for assessing and observing intervention practices.

2: School community implements enrichment and remediation programs to accommodate students' academic needs (e.g., Sylvan, G.A.T.E, tiered intervention).

Pillar #2

Entire school community (teachers, staff, leadership, parents, and external partners) validates student knowledge, learning styles, and cultural background.

Culturally Responsive Teaching and Learning

3: Teachers consistently use culturally responsive strategies and ensure that standards-based student work is evident in each class.

4: Teachers deepen understanding of culturally responsive practices through collaboration, observation and peer coaching.

3: Leadership team encourages and engages in honest conversations about teaching and learning for all.

4: Leadership team supports and encourages culturally responsive enrichment opportunities for students and teachers (e.g., through assemblies, community events, and professional development).

3: School community addresses racism and other forms of prejudice through Safe Schools, HERO, and High Expectations.

4: School community embraces our diversity and participates in events such as Multicultural Night, ELAC, and Community on the Green.

Pillar #3

School has a data-driven inquiry cycle for goal-setting and reflection on professional practice and student learning.

Collegial Collaboration and Accountability

5: Teachers meet in grade-level and vertical teams to analyze data for improved differentiated instruction.

6: Teacher-teams plan standards-based curriculum and ensure that students and teachers use standards to address their own performance.

5: Principal ensures time for monthly collaboration meetings.

6: Leadership Team is responsible for sharing collaboration information and data actions.

5: District provides release time for data collection to inform instruction.

6: Parents commit to at least one conference a year to discuss goals, standards and progress.

Pillar #4

Regular, proactive community outreach efforts are made, with a clear point-of-contact.

Strong Relationships with Families and Community

7: Teachers collaborate to produce a grade-level newsletter to highlight class activities, standards taught, and expectations for every student at each assessment cycle.

8: Teachers ensure a safe climate by providing consistent, proactive positive communication using school established protocols.

7: Principal and staff create a safe and welcoming environment for all.

8: Principal engages families from underrepresented groups in leadership roles that promote high expectations for all.

7: All staff collaborate to deliver grade-level presentations for parents and families that define high expectations for students, parents, and teachers.

8: School community seeks volunteers to translate and interpret important information.

Vital signs & look-fors

What is measured and reinforced gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track "organizational health" and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate our successes.

Student Learning



Cognitively engaging work
- Students use thinking, questioning, and problem-solving strategies to solve real-world problems.
- Students restate learning objectives in their own words.
- Students take a position, support it with evidence and articulate their ideas.

Growth on assessments
- Students demonstrate growth on multiple forms of assessment.
- Increased percentage of students meeting benchmark standards, especially for students of color.
- Students understand the necessary steps they need to take to improve their performance.

Access to early intervention
- Early identification of students needing intervention.
- Students receive additional time necessary to master content & skills.
- Percent of students exiting intervention programs within one school year increases over time.

Respect for school norms
- Students clearly articulate rules and norms and follow clear classroom and school routines and protocol.
- Students are held responsible for behavior.

Teaching Practices



Rigorous learning activities
- Teachers assign tasks/activities directly related to the standards and objectives.
- Learning goals are communicated and instructional tasks include high levels of rigor.

Monitoring student growth
- Each grade level will have a data summit at the end of each assessment cycle.
- Increased percentage of grade levels that plan and assess student progress collaboratively.

Relationships with students
- Teachers demonstrate caring for and interest in all students' welfare and learning through meaningful interactions.
- Teachers use a variety of cultural responsive teaching strategies to ensure equitable participation.

Checking for understanding
- Teachers provide work that reflects opportunities for all students to demonstrate understanding of learning objectives.
- Teachers include student reflection time – oral and/or written – on given learning objectives.

Leadership Practices



Monitoring performance
- Principal/leadership team facilitates Data Summit with teacher teams at the end of each assessment cycle.
- Principal and colleagues facilitate the development of individual professional development plans based on classroom observations.

Evidence of shared vision
- Visible artifacts and positive rituals are consistent with the shared vision.
- Increased percentage of teachers/ staff/stakeholders who agree that the school leadership team speaks for the good of all students.
- Principal/Leadership team continually shares measurable progress toward the school's vision and goals.

Team collaboration
- Grade level teams meet two times per month for 45 minutes with self-prepared agendas to reflect on instructional practice and student learning.
- Teams follow established protocols for discussion of student work and data analysis.

Family-friendly school culture
- Increased percentage of teachers who complete at least one positive home contact during each assessment cycle.
- Students have written learning goals every trimester, agreed to by family, and reviewed by student, family and teacher.

Organizational Practices



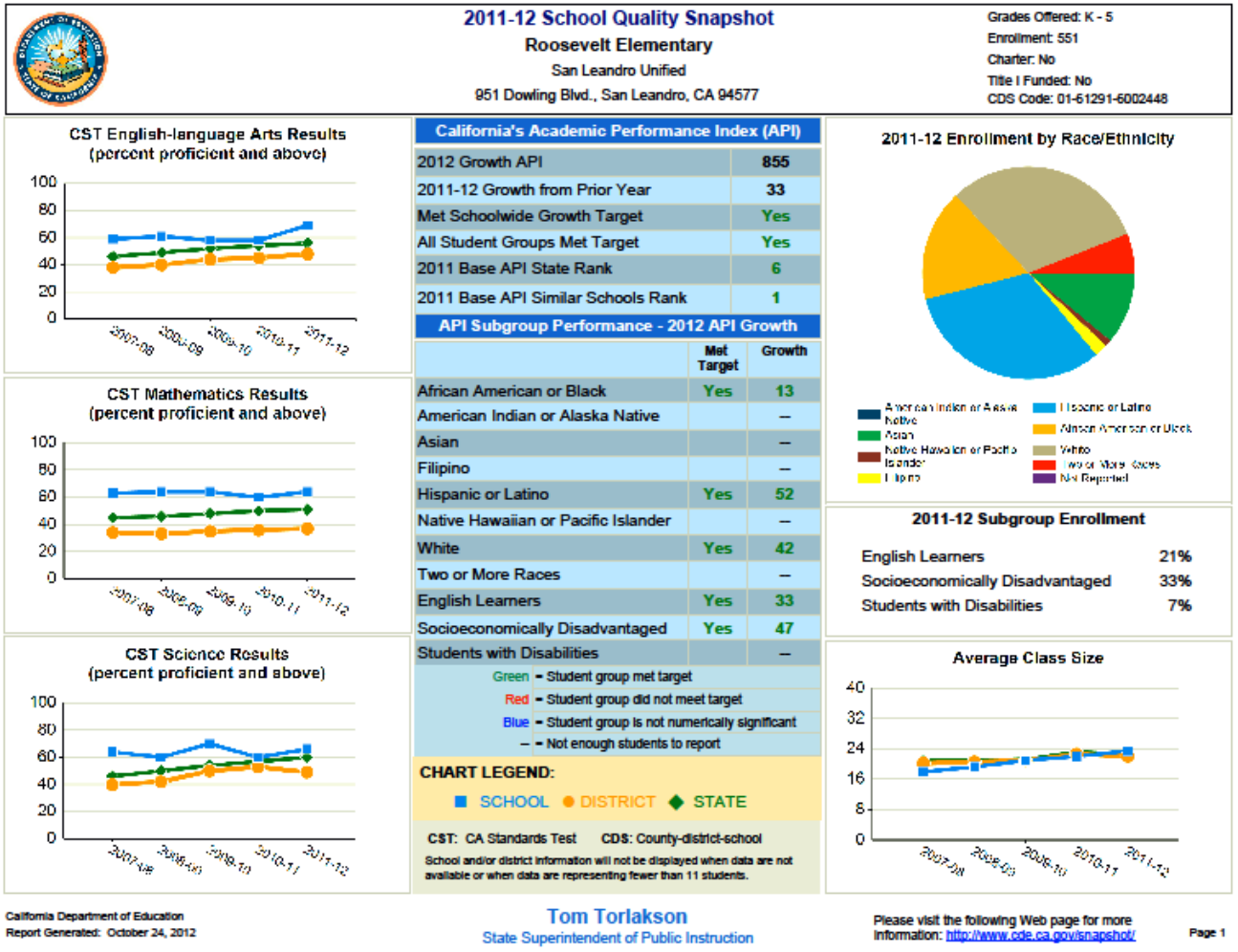
Communications with families
- The school has a clear system for parent drop-in volunteers.
- Consistent classroom newsletters clearly posted that includes a grade level update re: academics, etc.
- Parents are viewed as partners in students' progress, both academic and behavioral in a timely fashion.

Protected collaborative time
- District office/SIP funds provides release for regular peer-observation.
- Grade level/department teams meet for blocks of time sufficient to develop and refine instructional plans and review student learning data.
- Minimum of 90 minutes per team for Data Summit at end of each assessment cycle.

Resources aligned to priorities
- "Sacred time" is set aside to collaborate, monitor and reflect on practice (Wednesdays, early-outs.)
- Written/oral communication is available in students' home language.

School Profile

- **2011-12 ROOSEVELT Elementary School Quality Snapshot by CDE**



2011-12 School Quality Snapshot

Roosevelt Elementary

San Leandro Unified

951 Dowling Blvd., San Leandro, CA 94577

Grades Offered: K - 5
Enrollment: 551
Charter: No
Title I Funded: No
CDS Code: 01-61291-6002448

CST English-language Arts Results (percent proficient and above)

CST Mathematics Results (percent proficient and above)

CST Science Results (percent proficient and above)

California's Academic Performance Index (API)	
2012 Growth API	855
2011-12 Growth from Prior Year	33
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2011 Base API State Rank	6
2011 Base API Similar Schools Rank	1

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black	Yes	13
American Indian or Alaska Native		–
Asian		–
Filipino		–
Hispanic or Latino	Yes	52
Native Hawaiian or Pacific Islander		–
White	Yes	42
Two or More Races		–
English Learners	Yes	33
Socioeconomically Disadvantaged	Yes	47
Students with Disabilities		–

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
– = Not enough students to report

CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2011-12 Enrollment by Race/Ethnicity

American Indian or Alaska Native
Asian
Native Hawaiian or Pacific Islander
Filipino
Hispanic or Latino
African American or Black
White
Two or More Races
Not Reported

2011-12 Subgroup Enrollment

English Learners	21%
Socioeconomically Disadvantaged	33%
Students with Disabilities	7%

Average Class Size

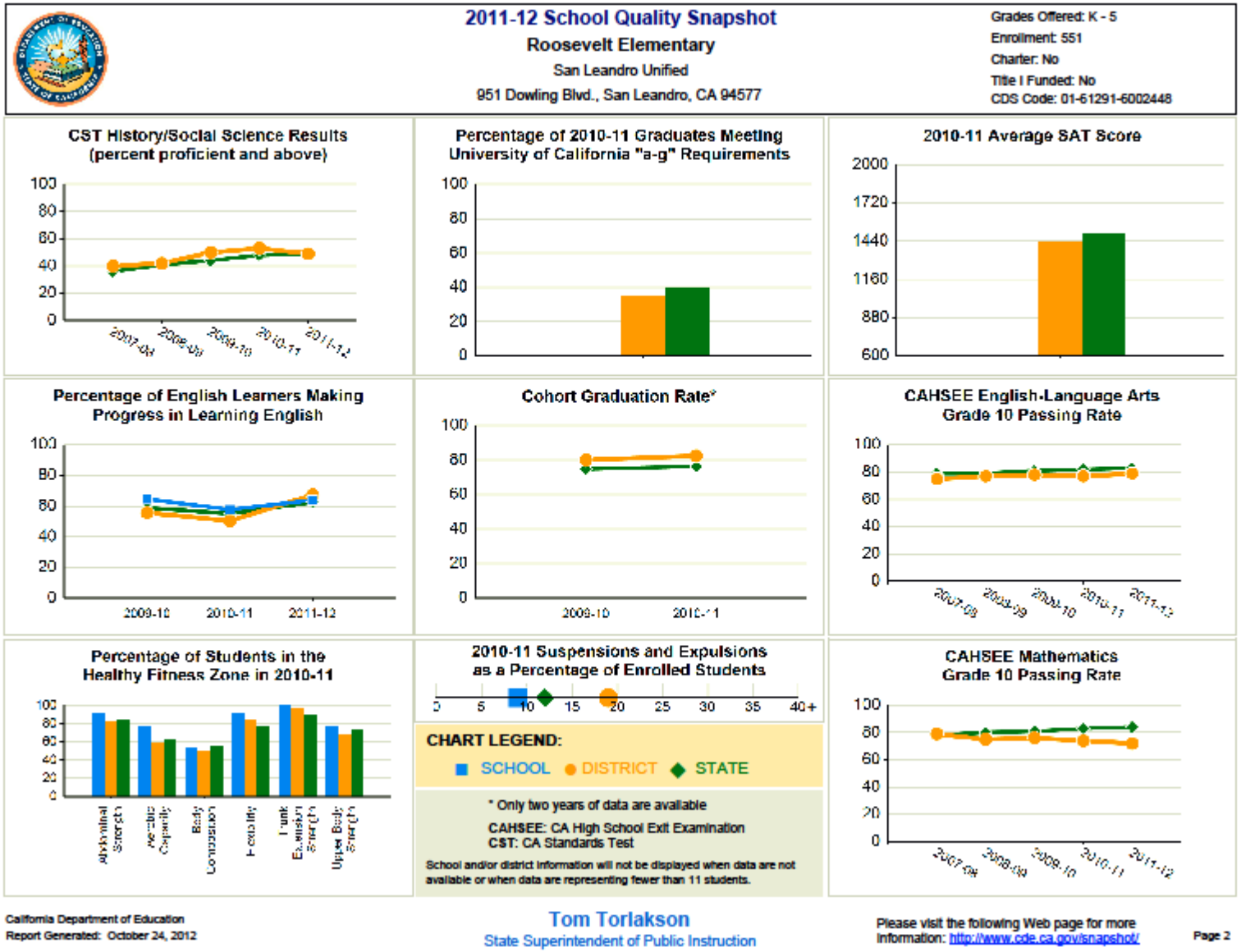
California Department of Education
Report Generated: October 24, 2012

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/ta/ac/sn/

Page 1

- **2011-12 ROOSEVELT Elementary School Quality Snapshot by CDE (Continued)**



Roosevelt Elementary School Profile

Roosevelt School community is committed to meeting the academic, developmental, emotional and social needs of its students. We have a very special community of individuals who believe in working together to continually improve our school facilities, teaching practices, collaborative home/school partnerships and service to students. Our staff and community are active supporters and advocates of students and each other. In addition there is an effective network with childcare, preschool and middle school. To ensure that parents understand and support our vision for our students, Roosevelt School provides opportunities for parents and families to become integral members of the school community.

- Kindergarten teachers meet with parents prior to the beginning of school to welcome children and families.
- First grade teachers meet with every family in goal-setting conferences at the beginning of the year to ease the transition from Kindergarten and provide specific and timely support for children and families.
- Staff communicates to students, parents and the community through written newsletters, voice mail, phone calls, emails, meetings and the school website.
- Parent volunteers are encouraged to work in classrooms around the school.
- Parents, teachers and community members are instructors in our after school enrichment program.
- PTA and Dad's Club provide funding for field trips, special assemblies, instructional materials, training and conferences, and school projects.
- Special people in students' lives are invited to come to school and share in activities during "Special Persons' Day".
- Parents and community members are invited and encouraged to observe instructional strategies teachers use on a typical day at school.
- Monthly Coffee and Conversation with the Principal provide an open format to receive information and ask pertinent questions on an ongoing basis.
- Teachers, parents and the site administrator form the governing body of our School Site Council which meets monthly to make important school and budgetary decisions.
- Parent Leadership classes are offered each year to provide all parents with instruction to becoming a partner in their child's education.
- Parent Education meetings and courses are offered on important information concerning their child and the school community.
- Ongoing formal and informal assessments are used to inform students and families of individual student progress.
- Student Study Teams meet regularly to analyze student issues, needs and concerns both academic and emotional.
- English Language Learners are assessed using the CELDT test and receive instruction daily at their level.
- The school will provide quality Tiered Intervention instruction during the school day for all students who qualify.
- After school intervention classes are offered for students who qualify in math and/or reading.
- Monthly All School Assemblies are held and highlight student achievement both academically and behaviorally.
- Excellent music, art and physical education instruction are provided for all 1st through 5th graders by subject area specialists.
- Parent Advisory Committees (Voces Unidas and AAPAG) meet and advise leadership and School Site Council on a regular basis.

- Teachers have formed highly functional Professional Learning Communities to analyze student data, student learning, and teacher practice to ensure significant year-to-year growth.

Step One: Analyze Student Achievement Data

See Appendix B for

- **Academic Achievement Data (District Provides)**
  - **CST Data: 2012**
    - *Schoolwide 2-Year Change* in STAR CST
    - *Schoolwide 4-Year Trends in ELA* CST by Grade
    - *Schoolwide 4-Year Trends in Math* CST by Grade
    - *Schoolwide 4-Year Trends in Science* CST by Grade
  - **API Data 2012 (District Provides)**
    - *District-wide API Chart* with:
      - Schoolwide API
      - Statewide Rank
      - Similar Schools Rank
    - *Student Subgroup API ---2 years*
    - *Schoolwide 4-Year Trends in API*
  - **AMAO Data-CELDT 2013 (District Provides)**
    - *AMAO 1 District-wide chart*
    - *AMAO 2 District-wide Chart*
  - **Other quantitative data (site provides—insert here or in Appendix**

- **Non-Academic Data (District Provides)**
  - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
  - 2011-12 and 2012-13 Average Monthly Attendance
  - 2011-12 and 2012-13 Suspensions by Race

Data Analysis

Strengths:
*Our school wide API increased by 33 points overall.
*70.2% of our students school-wide are proficient or advanced in English Language Arts.
*All numerically significant subgroup's increase was in double digits.
*Our African-American subgroup increased 13 points.
*Our Latino/Hispanic subgroup increased 52 points into the 800s.
*Our English Language Learners increased by 33 points (72 API points in 2 years).
*Our Socio-economically Disadvantaged subgroup increase 47 points (59 points in 2 years).
*Our white subgroup increased by 42 points.
*Our Students with Disabilities subgroup increased by 98 API points.
*We met all AYP targets.

Areas of Concern:
*Our Asian subgroup decreased by 5 API points (dropped to 920).
*Our African American subgroup only had a 13 point increase.
*65.7% of our students school-wide are proficient or advanced in Mathematics.

Some practices that staff attribute to positive data increases and success for Roosevelt students:
*30 minutes of daily instruction for 100% of our English Language Learners.
*Systematic, strategic instruction for all English Language Learners using high leverage practices and use of platooning.
*Improved Reading Academy/Tiered Intervention.
*Use of "Getting a Win on the CST".
*Better teacher/grade level collaboration (Performance Fact, Mills Scholars, PLCs).
*Systematic data summits and planning time.
*Strong relationships with families and increased parent involvement.
*Use of common formative assessment and re-teaching.
*Consistent use of progress monitoring for strategic students.
*Increased mental health services.
*Safe Schools lessons taught and adult response to issues at school.
*Positive Behavioral Intervention Strateties (PBIS) using strategic school wide protocol for increased positive student behavior.

Needs for improvement, next steps, and possible reasons for decline in data:
*Continue CRT training (using the Coaching Model within the SLUSD) and Checking for Understanding Training.
*Need for systematic "Math Academy" intervention model.
*Identify possible test fatigue. (2013 Math STAR Assessment was given first) Our students increase their scores on the subtest they take first.
*Need for targeted instruction for our African American students (engagement, checking for understanding).
*Continue to build strong relationships with our African American families.
*"Work the Plan": continue systematic use of our Instructional Focus Plan in order to increase scores formative and summative assessment scores.
*Develop a needed protocol for monitoring and feedback of Checking for Understanding and Engagement Strategies. Use of protocol by leadership and grade level coaching.

Data Analysis

- **Non-Academic Data**

PBIS in SPED/CEC class with a great teacher and team

- Principal was conducting 3-4 CPI holds per month 2 years ago (7 police calls; 4 5150s)
- Last year 3 holds for the year (1 police call; 1 5150)
- No physical holds for the year so far (no behavioral calls; no 5150s at school)
- Suspensions: 2010-11: 42 2011-12: 19 2012-13: 8
- Referrals: less; cut in half
- Mainstreaming of all CEC kids.

Next year:

- Lessons will be written to focus on 2 protocols at the beginning of the year; 1 lesson to follow with "problematic" protocol
- Incentive program for different protocol
- School-wide feel: posters, themes, etc.
- Zones of Regulation to be taught in six classes

Other programs in place to help with behavioral issues (hand in hand with PBS):

- Mental Health Services for kids and families (more than triple from when I arrived)
- HERO (Referrals to the office decreased by more than 50%)
- Highly functioning PLCs that share about behavioral needs of students and teachers

Step Two: Measure Effectiveness of Current Strategies Using State Tool

Needs Assessment

ESSENTIAL PROGRAM COMPONENTS
(EPCs)
Elementary K-5

ROOSEVELT Elementary

EPC 1: INSTRUCTIONAL PROGRAM	**F09**	**W11**	**Sp 13**
EPC 1.1: Adopted RLA basic and ancillary materials K-5 **SLUSD =** *HMR/Lectura* + intervention materials to be determined	**1**	**3**	**4**
EPC 1.2 Adopted ELD Materials K-5 **SLUSD =** *Avenues*	**1**	**3**	**4**
EPC 1.3: Adopted RLA Intensive Intervention Materials Grades 4-5 **SLUSD =** *Inside*	**1**	**1**	**4**
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD =** *Envision*	**1**	**3**	**4**
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 4-5 **SLUSD =** *Envision* Intervention Materials	**1**	**1**	**2**
EPC 2: INSTRUCTIONAL TIME			
EPC 2.1: RLA Basic Core (K=1 hr, 1st-3rd =2.5 hrs; 4th-5th =2.0 hrs) **SLUSD =** Using HMR, HMR UA, Write Source	**1**	**3**	**3**
EPC 2.2: RLA Strategic Intervention (K-5th = 30 min. beyond EPC 2.1) **SLUSD =** Using intervention materials during school day in Reading Acad	**1**	**3**	**4**
EPC 2.3: ELD (K-5th = 30-60 min per day beyond EPC 2.1 and 2.2) **SLUSD =** Using *Avenues* in EPL-leveled groups	**1**	**3**	**4**
EPC 2.4: RLA Intensive Intervention (2.5-3 hrs Gr 4-5 in lieu of EPC 2.1) **SLUSD =** Using *Inside* in lieu	**1**	**1**	**4**
EPC 2.5: Math Core (K= 30 min, 1st-5th = 1 hour) **SLUSD =** Using *Envision* and Board Math	**2**	**3**	**4**
EPC 2.6: Math Strategic Intervention (K-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using *Envision* Intervention materials during school day	**1**	**1**	**2**
EPC 2.7: Math Intensive Intervention (4-5=15-30 min. beyond EPC 2.5) **SLUSD =** Using *Envision* Intervention materials during school day	**1**	**1**	**2**
EPC 3: LESSON PACING GUIDE			
EPC 3.1: RLA Pacing Guide used daily **SLSUD =** follow current ELA pacing guide	**2**	**3**	**3**
EPC 3.2: Math Pacing Guide used daily **SLSUD =** follow current Math pacing	**2**	**3**	**3**
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING			
EPC 4.1: RLA/ELD Core and Intervention 40 Hour Training **SLUSD =** AB430 Module 1	**1**	**1**	**1**
EPC 4.2: Math Core and Intervention 40 Hour Training **SLUSD =** To be arranged	**1**	**1**	**1**
EPC 4.3: Ongoing targeted Professional Development **SLUSD =** Admin participates in DAIT Learning Walks, PLC trainings, etc	**1**	**4**	**4**

EPC 5: CREDENTIALED TEACHERS AND PROFFESIONAL DEVELOPMENT OPPORTUNITY	F09	W11	Sp 13
EPC 5.1: Fully Credentialed, Highly Qualified Teachers **SLUSD =** meets NCLB requirements	**3**	**4**	**4**
EPC 5.2: All teachers attend RLA training **SLUSD =** SB472 HMR level 1 training for all; HMR EL for many (5 days)	**1**	**4**	**4**
EPC 5.3: All teachers attend Math Training **SLUSD =**SB472 *Envision* Math Training for all (5 days)or 3-5 day Phil & Drew	**1**	**1**	**4**
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS			
EPC 6.1: RLA Support implementing adopted programs **SLUSD =** ongoing coaching/training on practices with HMR, Avenues, *Inside* & other intervention materials	**1**	**1**	**3**
EPC 6.2: Math Support implementing adopted programs **SLUSD =** ongoing coaching/training on practices with *Envision*/Board Math	**1**	**1**	**2**
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM			
EPC 7.1: Common RLA/ELD and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access HMR Benchmarks, Theme Tests and Writing Assessments	**2**	**3**	**3**
EPC 7.2: Math and Intensive Intervention Assessments 6-8 weeks **SLUSD =** Using *Illuminate* to access Envision Benchmarks & Topic Tests	**2**	**2**	**4**
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)			
EPC 8.1: Structured Collaboration (2 hrs/mo) on adopted RLA/ELD programs **SLUSD =** 2 hrs Mon-Wed meeting time per mo. or part of ½ day release time *DuFour PLCs* as the framework	**3**	**3**	**4**
EPC 8.2: Structured Collaboration (2 hrs/mo) on adopted math program **SLUSD =** 2 hrs MW mtg time per mo. or part of ½ day release time using *DuFour PLCs* as the framework	**3**	**3**	**4**
EPC 9: FISCAL SUPPORT			
EPC 9.1: Categorical Funds used for full implementation of RLA/ELD EPCs **SLUSD =** site plan funds RLA/ELD EPCs as a priority	**4**	**1**	**4**
EPC 9.2: Categ Funds used for full implementation of Math EPCs **SLUSD =** site plan Math EPCs as a priority	**4**	**1**	**3**

BEYOND THE EPCs
Supplementary Materials For Opportunity and Equal Access
SCHOOL CLIMATE/CULTURE
PARENT INVOLVEMENTs
LEADERSHIP AND GOVERNANCE

Needs Assessment

- Systemic Math Strategic and Intensive Intervention
- RLA/ELD Core and Intervention Training for Principal
- Math Core and Intervention Training for Principal
- Math support for staff to continue implementing the program
  i.e. Coaching with Phil and Drew
- Continue CRT training (using the Coaching Model within the SLUSD) and Checking for Understanding Training.
- Need for systematic "Math Academy" intervention model.
- Identify possible test fatigue. (2013 Math STAR Assessment was given first) Our students increase their scores on the subtest they take first.
- Need for targeted instruction for our African American students (engagement, checking for understanding).
- Continue to build strong relationships with our African American families.
- "Work the Plan": continue systematic use of our Instructional Focus Plan in order to increase scores formative and summative assessment scores.
- Develop a needed protocol for monitoring and feedback of Checking for Understanding and Engagement Strategies. Use of protocol by leadership and grade level coaching.

Step Three: Identify Achievement Goals

STUDENT ACADEMIC LEARNING GOALS

ANNUAL ACADEMIC GOAL: **English Language Arts** (based on student data analysis using Cycle of Inquiry)

GOAL #1: **All students and subgroups will at minimum meet safe harbor or NCLB % Proficient ELA targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.2%; 9-12 = 88.9%**

Group (2012-13 NCLB District ELA Target = 89.2%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	71.2%	74.1%	89.2%
African American	50.0%	55.0%	89.2%
Asian	82.9%	84.6%	89.2%
Hispanic/Latino	60.0%	64.0%	89.2%
White	86.2%	87.6%	89.2%
Two or More Races	84.6%	86.1%	89.2%
SED	52.4%	57.2%	89.2%
EL	57.7%	61.9%	89.2%
SWD	46.7%	52.0%	89.2%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= NCLB Goal
= Beyond Next NCLB Goal
= Not Numerically Significant

See Appendix C for Worksheets that derive this data.

Mid-Year review: **Measuring Effectiveness** (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review ELA CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring

ANNUAL ACADEMIC GOAL: **English Language Development** (based on student data analysis using Cycle of Inquiry)

GOAL #2: **All ELs will meet AMAO #1 and AMAO #2 CELDT targets.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for EL subgroup

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Roosevelt	66	66	100.0%	46	69.7%	63.5%	64.5%
2013-14 CDE AMAO Targets					59.0%		
2012-13 CDE AMAO Targets					57.5%		
2011-12 CDE AMAO Targets					56.0%		
2010-11 CDE AMAO Targets					54.6%		

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2012-13 AMAO 2 - English Learners Attaining English Proficiency

	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,565	398	25.4%	27.3%	28.3%	615	246	40.0%	47.0%	49.0%
Roosevelt	77	30	39.0%	26.9%	27.9%	8	--	--	47.0%	49.0%
2013-14 CDE AMAO Targets			22.8%					49.0%		
2012-13 CDE AMAO Targets			21.4%					47.0%		
2011-12 CDE AMAO Targets			20.1%					45.1%		
2010-11 CDE AMAO Targets			18.7%					43.2%		

No data are reported if there are less than 30 in the cohort.

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SLUSD 2012-13 Goal for AMAO 3

Adequate Yearly Progress for English Learner Student Subgroup at the LEA Level

	AMAO 3 - AYP Proficiency									
	2010-11 ELA Percent met AMAO 3	2011-12 ELA Percent met AMAO 3	ELA AMAO 3 1-Yr Growth	ELA Percent Proficient Goal for 2012-13 AMAO 3		2010-11 Math Percent met AMAO 3	2011-12 Math Percent met AMAO 3	Math AMAO 3 1-Yr Growth	Math Percent Proficient Goal for 2012-13 AMAO 3	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
Roosevelt	40.6%	57.7%	17.1%	61.9%	89.2%	54.0%	55.1%	1.1%	59.6%	89.5%

	ELA			Math		
	District	Elem & MS	HS	District	Elem & MS	HS
2013-14 CDE AMAO Targets	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2012-13 CDE AMAO Targets	89.0%	89.2%	88.9%	89.1%	89.5%	88.7%
2011-12 CDE AMAO Targets	78.0%	78.4%	77.8%	78.2%	79.0%	77.4%
2010-11 CDE AMAO Targets	67.0%	67.6%	66.7%	67.3%	68.5%	66.1%

= CDE Target Met or Surpassed

= CDE Target Not Met

= Safe Harbor **(Y2)**

No data are reported for groups that are less than 11 students.

Mid-Year Review: **Measuring Effectiveness** (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review CELDT data, EL ELA CST data and benchmark data to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring.

ANNUAL ACADEMIC GOAL: **Mathematics** (based on student data analysis using Cycle of Inquiry)

GOAL #3: **All students and subgroups will at minimum meet safe harbor or NCLB % Proficient MATH targets. Those subgroups exceeding safe harbor goal will move 10% of the non-proficient students to proficiency.**

See chart below for 2013-14 Goals: *(to be updated in the Fall annually)*

Growth targets for all students and including subgroups (differentiated to close the racial disparity gap) **2012-13 AYP Target K-8= 89.5%, 9-12 = 88.7%**

Group (2012-13 NCLB District Math Target = 89.5%)	2011-12 % Proficient	2012-13 Minimum Goal	2012-13 Stretch Goal
All	66.0%	69.4%	89.5%
African American	35.5%	42.0%	89.5%
Asian	92.7%	93.4%	94.4%
Hispanic/Latino	57.4%	61.7%	89.5%
White	76.4%	78.8%	89.5%
Two or More Races	92.3%	93.1%	94.1%
SED	45.2%	50.7%	89.5%
EL	55.1%	59.6%	89.5%
SWD	40.0%	46.0%	89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= NCLB Goal
= Beyond Next NCLB Goal
= Not Numerically Significant

See Appendix C for Worksheets that derive this data.

Mid-Year Review: **Measuring Effectiveness** (how will we know strategy is working? What data will we collect? When we will collect this data)?

Review Math CST, Tri 1 Benchmarks and Tri 2 Benchmarks to collaboratively develop specific, measurable grade level goals and identify formative assessments for progress monitoring

Step Four: Key Improvement Strategies that Align with District LEA Plan (LEAP) with Timelines, Personnel Responsible, Proposed Expenditures, Funding Source, and Goal# (Action Steps)

STRATEGIC PROGRAM ACTION STEPS

- **District-wide Action Steps: Schools can add site-specific items in next section**

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
• The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	2013-2015	Prin Logs/notes	$0	NA	1-3
EPC 1.1: Adopted RLA basic and ancillary materials K-5 SLUSD = HMR/Lectura + intervention materials to be determined					
Teachers use the Board approved RLA/ELD core and program ancillary materials daily. • HMR Medallion core and ancillary materials provided to all teachers • Free Medallion Practice Books provided annually	2013-2015	• Core: Successful Williams visit • Ancil: POs or email to IMC	$0	NA	1
The school, in collaboration with the district, will implement the components of Tiered Intervention, including meeting the needs of benchmark and above, strategic, and intensive learners in the area of RLA/ELD, including RLA materials to be used. • Teachers, in collaboration with the District, will continue to identify and purchase support materials and/or reading intervention kits for students in grades 4-5 • Teachers use RLA universal access time to provide differentiated instruction to meet the needs of all students. • The school will implement Tier II and Tier III of *Tiered Intervention* during Reading Academy and *Inside* time	2013-2015	• Agendas from Task Forces or committees • Sub requests • Prin class visits or walkthrough notes with materials seen in use	$0	NA	1
SWD are provided curriculum or instruction modifications and/or accommodations, as specified in their (IEP), to participate successfully in a basic RLA core classroom. • General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	1
EPC 1.2 Adopted ELD Materials K-5 **SLUSD = Avenues**					
ELs are provided with Board approved instructional materials in ELD. These **materials are implemented as designed and in daily** use.	2013-2015	• Prin Logs and notes	$District Funds	District	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• District provides TK-K-1 Avenues workbooks as needed.		• PO Copy			
Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • Principals will provide timely EL assessment data to grade levels for the purpose of determining EPL leveled platooning groups	2013-2015	• Agenda of platoon Mtg • ELD schedule with levels in L	$0	NA	2
EPC 1.3: Adopted RLA Intensive Intervention Matls Grades 4-5 **SLUSD = *INSIDE***					
Students in grade 4-5 identified as needing intensive intervention are provided accelerated instruction using Board approved *INSIDE* in lieu program. These materials are implemented daily as designed. • Principals work with district office to oversee testing of potential *Inside* Level A or B students in the spring of each year. • Principals/RSP teachers /SDC teachers will work with district to identify materials to be reordered each Spring	Sept each year	• Testing schedule & results • Inside Schedule and lists of students attending • List of materials to order	$0	NA	1
EPC 1.4: Adopted Math: Basic Core and ancillary materials **SLUSD = Envision**					
Teachers will use Board approved math basic core instructional program materials in mathematics. These **materials are implemented daily** as designed to support the needs of all students. • Teachers will use Interactive Homework books daily. • Board math will be taught 3 times/week in all K-5 classrooms in lieu of the Envision Spiral review handbook.	2013-2015	• Prin Logs & notes showing materials in use & area for Board Math	$0	NA	3
The school, in collaboration with the district, will continue to develop and implement the components of *Tiered Intervention*, including meeting the needs of benchmark and above, strategic, and intensive learners in the area of math, including identification of math materials to be used.	2013-2015	• Agendas of Math Task Forces • Sub requests	$0	NA	3
SWD are provided curriculum or instruction modifications and/or accommodations, as specified in their (IEP), to participate successfully in a basic Math core classroom.	2013-2015	• IEP Meeting notes • Meeting	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• General Ed and Special Ed staff will collaborate to determine modifications to materials and/or instruction.		Agendas • Prin notes			
EPC 1.5: Adopted Math Intensive Intervention Materials Gr 4-5 SLUSD = Envision Intervention Materials					
All students identified as needing intensive intervention in grades four & five, are provided the current Board approved intervention materials at their assessed level of need. These materials are implemented daily as designed. • Students are assessed and identified as needing intensive mathematics intervention.	2013-2015	• Math assessment results	$0	NA	3
The school, in collaboration with the district, will begin to develop a plan to implement the **intensive** instruction components of the *Tiered Intervention* model in the area of math including identification of math materials to be used.	2013-2015	• IEP Meeting notes • Meeting Agendas • Prin notes	$0	NA	3
EPC 2: INSTRUCTIONAL TIME					
• Schools will submit grade level schedules of time to the district office in September of each year for EPC 2.1 – 2.7 • The principal will conduct classroom visits on a regular basis to monitor program implementation and effectiveness.	Sept, each year	• Grade Level schedules submitted to C&I • Prin Logs & notes	$0	NA	**1-3**
EPC 2.1: RLA Basic Core (K=1 hr, 1st-3rd =2.5 hrs; 4th-5th =2.0 hrs) SLUSD = Using HMR Medallion, HMR Medallion UA, Write Source					
Schedule allocates for all RLA/ELD classrooms the appropriate daily, uninterrupted instructional time for the basic core program (K = 60 minutes, 1-3 = 2.5 hours; 4-5 = 2.0 hours	2013-2015	• Daily Agendas with RLA minutes • Prin logs & notes	$0	NA	1
EPC 2.2: RLA Strategic Interv. (K-5th = 30 min. beyond EPC 2.1) SLUSD = Using intervention materials TBD during school day					
The school provides additional instructional time beyond the basic RLA core program for students in need of strategic support during *Reading Academy* time. This is in addition to the 30 minutes for ELD time. The school, in collaboration with the district, will develop a schedule for this the during-the-day RLA components of *Tiered Intervention* as follows*:* ➢ K pulls groups in AM and PM and platoons by student need as much as possible ➢ 1st-3rd uses 2:15-3:00 and platoons by student need as much as possible	Sept and Jan Each year	• Daily Agenda with Read Acad minutes • Reading Acad plans by grade level	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
➢ 4th-5th pulls groups and platoons by student need as much as possible. 4th-5th teachers work with administrators to determine the optimal model for this.					
EPC 2.3: ELD (K-5th = 30-60 min per day beyond EPC 2.1 and 2.2) SLUSD = Using Avenues in EPL-leveled groups					
All identified EL students are provided with 30 additional minutes of daily ELD instructional time.	2013-2015	• Daily Agendas • ELD Schedules submitted • Prin logs & notes	$0	NA	2
ELs who are also identified as SWDs also receive 30 minutes of daily ELD instruction.	2013-2015	➢ RSP schedules not conflicting with ELD	$0	NA	2
EPC 2.4: RLA Intensive Interv. (2.5-3 hrs Gr 4-5 in lieu of EPC 2.1) SLUSD = Using INSIDE in lieu					
Students identified as intensive learners in grades 4-5 are given 2.5 – 3.0 hours of uninterrupted instructional time in RLA using the Board adopted intensive intervention program *(or as close to this as possible)* ➢ RSP teachers will submit a schedule each year in Sept showing Inside as well as other duties, with appropriate lunch and prep	Sept each year	➢ Schedules showing *Inside* time ➢ RSP teacher schedules	$0	NA	1
EPC 2.5: Math Core (K= 30 min, 1st-5th = 1 hour) SLUSD = Using Envision and Board Math					
Students in grade K are provided 30 minutes of instructional time for mathematics.	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes	$0	NA	3
Students in grade 1-5 are provided with 60 minutes of mathematics instruction.	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes			3
EPC 2.6: Math Strategic Interv. (K-5=15-30 min. beyond EPC 2.5) SLUSD = Using Envision Intervention materials during school day					
The school uses assessments and placement criteria to determine the instructional needs of strategic students in Math.	2013-2015	Results from math assess-ments	$0	NA	3
Additional time (K – grade 5 = 15-30 minutes) in mathematics is allocated for strategic learners including ELs and SWDs. *(or as close to this as possible)*	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs &	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
		notes			
EPC 2.7: Math Intensive Interv. (K-5=15-30 min. beyond EPC 2.5) SLUSD = Using Envision Intervention materials during school day					
Student in grades 4-5 identified as intensive learners receive additional time (15 – 30 minutes) in mathematics using the ancillary core materials. *(or as close to this as possible)*	2013-2015	➢ Daily Agenda with minutes ➢ Prin logs & notes	$0	NA	1
EPC 3: LESSON PACING GUIDE					
EPC 3.1: RLA Pacing Guide used daily SLUSD = follow current ELA pacing guide					
Teachers use the district's adopted instructional/pacing guides daily to implement the RLA/ELD core programs	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
Teachers use the district's adopted instructional/pacing guides daily to implement the intensive RLA/ELD core program	2013-2015	• Pacing Guide Prin logs & notes	$0	NA	1
For strategic learners, teachers use the RLA/ELD core program pacing guide and intensify the focus on key standards allowing time for pre/re-teach, and specific skills development.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
In bilingual classes, teachers will use the district's RLA/Biliteracy pacing schedules	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
In bilingual classes, teachers will follow the Bilingual matrix.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	1
Teachers will post and explain the lesson's main RLA Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*1*
Teachers will post and explain the lesson's main ELD Language Objective daily. Content Objective for ELD may also be included	2013-2015	• Prin logs & notes	$0	NA	*1*
EPC 3.2: Math Pacing Guide used daily SLUSD = follow current Math pacing					
Teachers use the district's adopted instructional/pacing guides daily to implement the math core programs	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	3
For strategic learners, teachers use the math core program pacing guide and intensify the focus on *Essential* standards allowing time for pre/re-teach, and specific skills development.	2013-2015	• Pacing Guide • Prin logs & notes	$0	NA	3
Daily agendas will be posted in every classroom	2013-2015	• Prin logs & notes showing Daily Agenda posted daily	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Teachers will post and explain the lesson's main Math Content Objective daily	2013-2015	• Prin logs & notes	$0	NA	*3*
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
EPC 4.1: RLA/ELD Core and Intervention 40 Hour Training SLUSD = AB430 Module 1					
The principal and vice principal will complete the 40 hour administrative training and 40 hours of structured practicum in the current core and intensive RLA/ELD programs. ***[NOTE: these trainings are not currently available]***	When offered		$0	NA	1-2
EPC 4.2: Math Core and Intervention 40 Hour Training SLUSD = To be arranged					
The principal and vice principal will complete the 40 hour administrative training and 40 hours of structured practicum in the current core and intervention math programs. ***[NOTE: these trainings are not currently available]***	When offered		$0	NA	3
EPC 4.3: Ongoing targeted Professional Development SLUSD = to be arranged					
The principal and vice principal receive on going targeted professional development to monitor and support full implementation of the EPCs (refer to EPC Criteria and Clarification for the array of administrator professional development)	When offered	• Prin Mtg Agendas and Sign in	$district funds	district	1-3
Principals receive training on *Tiered Intervention* and Common Core implementation.	2013-15	• Prin Mtg Agendas and Sign ins	$district funds	district	1,3
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
EPC 5.1: Fully Credentialed, Highly Qualified Teachers SLUSD = meets NCLB requirements					
Classrooms have highly qualified teachers appropriately credentialed for their assignments • The school, in collaboration with HR has a plan when teachers do not meet NCLB requirements.	2013-2015	• Documentation provided by HR	$0	NA	1-3
EPC 5.2: All teachers attend RLA training SLUSD = SB472 HMR level 1 training for all; HMR EL for many (5 days)					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Teachers are provided with RLA/ELD 40 hour instructional materials professional development for the use of current Board approved RLA/ELD materials. • The school has identified all teachers needing HMR level 1 training and will send teachers to district arranged trainings. ***NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	1-2
Teachers complete the RLA/ELD 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). ***NOTE: Everyone was trained by 2011 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	1-2
Professional development is provided to support teachers in providing Support for differentiated ELD, especially for EPL levels 1 & 2)	2013-2015	• Copy of PO			2
EPC 5.3: All teachers attend Math Training **SLUSD = SB472 Envision Math Training for all (5 days)**					
Teachers are provided with 40 hour instructional materials professional development for the use of current Board-approved math materials. ***NOTE: Everyone was trained by Spring 2013 on the current adoption. Trainings will not be offered until a new adoption***	NA	•	$0	NA	3
Teachers complete the math 80 hour structured practicum based on implementation of the instructional materials and the EPCs. (Refer to EPC Criteria and Clarification for full list of PD options). ***NOTE: Everyone was trained by Spring 2013 on the current adoption. Trainings will not be offered until a new adoption***	NA	• Collaboration and Mtg Agendas and/or notes	$0	NA	3
Teachers receive training on *Tiered Intervention* and Common Core implementation.	2013-2015	• Sign ins and agenda	$0	NA	3
Professional development will be used to refine the use of differentiated instruction to address the needs EL students, African American students, Latino, and special education students, and other target subgroups as well as student working above grade level.	2013-2015	• Sign ins and agenda	$0	NA	3
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
EPC 6.1: RLA Support implementing adopted programs **SLUSD = one-on-one coaching on HMR, Avenues, REACH and other intervention materials TBD**					
All RLA/ELD and intensive teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved RLA/ELD and intensive	2013-2015	• Contracts/MOUs or POs • PPAFs for coaches	$0	NA	1-2

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
instructional programs. District funds the following: • Site works with district-wide instructional coaches and content experts as needed • Site participates in Learning Walks and PD focused on implementing latest research on effective instruction led by Napa-Solano-Contra Costa County Office of Ed Team • Site sends team to PLC follow-up trainings • Site sends team to Common Core Transition Planning Team • Site sends teachers to E3 Racial Equity training					
EPC 6.2: Math Support implementing adopted programs **SLUSD = one-on-one coaching on Envision and Board Math**					
All math and intervention teachers are provided with ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise who work primarily in the classroom and assist with full and skillful implementation of the Board approved math and intensive instructional programs • **Site works with math coaches and content experts as needed** • The principal structures and monitors the use and impact of coaching services on student's achievement.	2013-2015	• Contracts/MOUs or Pos • PPAFs for coaches	$0	NA	3
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
EPC 7.1: RLA/ELD and Intensive Int. Assessments 6-8 weeks **SLUSD = Using *Illuminate* to access HMR Benchmarks, Theme Tests and Writing Assessments**					
The school will follow the district's annual assessment calendar.	2013-2015	• Data scanned into *Illuminate*	$0	NA	1
Teachers have access to electronic data management system (*Illuminate*), and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intensive RLA/ELD programs. • Teachers will receive training regarding the use of the *Illuminate* system. • Collaborative planning time will be provided with time to analyze the results of the *Curriculum Associates and DIBELS* benchmark assessments. • The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement	2013-2015	• Assessment result reports • Agenda and calendars of meetings	$0	NA	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
transition to Common Core • Common formative RLA/ELD assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.					
Data from STAR and RLA/ELD assessments is disaggregated by subgroup (race, language, special education, SED) and used to determine placement, diagnosis of readiness for grade level, standards-based instruction, guide school-wide focused work and daily instructional planning.	2013-2015	• Disaggregated data charts and reports	$0	NA	1
Students participating in the RLA/ELD and math intervention programs will be tagged in Aeries and data will be collected to monitor student progress and program effectiveness.	2013-2015	• List generated from AERIES tags	$0	NA	1
Teachers will give the pacing guide-embedded writing assessment each year for grades K-5	2013-2015	• Results in *Illuminate*	$0	NA	1
CELDT data will be reviewed to determine the % of EL students advancing by one or more levels. (AMAO 1)	2013-2015	• *Illuminate* reports	$0	NA	2
The school in collaboration with the district will identify on-going ELD assessment for students in grades 4-5 not making adequate progress	2013-2015	• Meeting notes	$0	NA	2
EPC 7.2: Math and Intensive Int. Assessments 6-8 weeks SLUSD = Using *Illuminate* to access Envision Benchmarks & Topic Tests					
Teachers have access to electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry level and/or diagnostic assessments, progress monitoring assessments and summative assessments on the basic core and intervention math programs. • Teachers will receive training regarding the use of the *Illuminate* system. • Collaborative planning time will be provided with time to analyze the results of the summative benchmark assessments • The school will provide representatives to district Math Tiered Intervention task forces/subcommittees as needed to implement transition to Common Core • Common formative Math assessments (CFAs) will be developed in PLCs and given at least every six-eight weeks to monitor student progress.	2011	• *Illuminate* training agendas and Sign ins • Collaboration agendas and notes • Sub requests for Task Force reps • Assessments in *Illuminate*	$0	NA	3
Data from STAR and district math assessments is disaggregated and used to determine placement, diagnosis of readiness for grade level,	2011	• Data reports	$0	NA	3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
standards-based instruction, guide school-wide focused work and daily instructional planning.					
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
EPC 8.1: Structured Collaboration (2 hrs/month) on adopted RLA/ELD programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all RLA/ELD, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) • The Dufour PLC process will be used during grade level collaborative planning time • The principal/site leadership team will ensure that time is provided for: o Using and analyzing timely students common assessment results o Strengthening program implementation o Designing and improving lesson and instruction o Identifying research-based strategies to support skills o Implementing culturally responsive teaching strategies o Implementing research-based strategies to meet the needs of English learners	2013-2015	• Collaboration on annual school calendar • Collaboration agendas and notes • Record of substitutes for release time	$0	NA	1-2
Peer coaching will be implemented to increase the use of culturally relevant strategies to enhance the adopted core programs.	2013-2015	• Schedule of release • Sub requests	$0	NA	1-2
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs & notes	$0	NA	1-2
EPC 8. 2: Structured Collaboration (2 hrs/month) on adopted math programs **SLUSD = 2 hrs MW mtg time per mo. or part of ½ day release time**					
Teachers (including all math, strategic, intensive, special education, and ELD) are provided with a one hour (preferably twice a month) or will be released monthly for structured collaboration time for the purposes as outlined in the EPCs Criteria and Clarification) • Same as 8.1 above.	2013-2015	See 8.1	$0	NA	3
Learning walks will be conducted to monitor program implementation and effectiveness.	2013-2015	• Logs and notes	$0	NA	3
BEYOND THE EPCs					

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
Supplementary Materials For Opportunity and Equal Access					
The school will identify supplemental materials that are culturally reflective of the student population and that are inclusive and respectful of differences to be used to bridge gaps in the core materials.	2013-2015	• Copy of POs • Lists of materials	$1,000	EIA-SCE	1-3
The school will evaluate and purchase research-based standards aligned technology programs to support students in grades K-5 in RLA/ELD.	2013-2015	• Copy of POs	See site section below		1
Grade level teams will explore integration of Science and Social Studies text within language arts.	2013-2015	• Meeting and collab Agendas	$0	NA	1
TARI program participants will develop projects integrated art into RLA time and writing into Art classes.	2013-2015	• Prin logs and notes	$0	NA	1
SCHOOL CLIMATE/CULTURE					
In conjunction with the district level racial equity work, sites will develop a plan to ensure that racial equity work at the site is focused on closing the academic disparity gaps.	2013-2015	• Meetings on calendar • Agendas	$0	NA	1-3
A beginning of the year assembly or class meetings will be held to address issues of no name calling and anti-bullying strategies he school explicitly address anti-bullying and safe school activities throughout the school year	2013-2015	• Meeting Agenda or staff com-munication with this info	$0	NA	1-3
The school implements the safe school activities	2013-2015	• Prin logs and notes	$0	NA	1
Classroom and school wide rules are posted in every classroom along with positive rewards and consequences	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
The halls and walls reflect the race and culture of the students and families • Roosevelt Family Gallery is continued	2013-2015	• Seen on visits & walkthroughs	$0	NA	1-3
Culture of the school reflects an inclusive environment that encourages all students to be academically successful and respects multicultural and multilingual differences.	2013-2015	Seen on visits & walkthroughs	$200	EIA-SCE	1-3
The school will review the Healthy Kids Survey results and incorporate action steps in the School Safety Plan to address areas of need.	2013-2015	• Mtg or collab agendas	$0	NA	1-3
Schools will utilize COST referral system for academic and social-emotional support	2013-2015	• COST Forms	$0	NA	1-3
The school will monitor student referrals and suspension and provide intervention services as appropriate. • The school will continue to enter student suspension and referral data into the Aeries system	2013-2015	• Suspension and referral summaries from DO	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• The school will monitor referral data monthly to identify students in need of intervention • The school will develop an intervention plan for students listed above		• Site meeting agendas			
PARENT INVOLVEMENT					
Outreach to parents of color will continue.	2013-2015	• Prin notes on meetings/phone calls	$0	NA	1-3
All notices, reports, statements, or records sent to the parent or guardian of any pupil by the school or school district are, in addition to being written in English, written in the primary language(s) (at the same time), when 15 percent or more of the student population at the school site speak a single primary language other than English	2013-2015	• Copies of flyers, newsletter in Eng and Span	$0		1-3
Title I schools will hold one Title I parent meeting in the fall and provide flexible meeting opportunities and parent education workshops throughout the year.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The vision of the *Parent Equity* team (inclusion, respect, accountability) is visible throughout the school	2013-2015				1-3
The school will use *Blackboard* to inform parents of critical events and information	2013-2015	• Teleparent log	$0	NA	1-3
LEADERSHIP AND GOVERNANCE					
The School Site Council elections are held and the SSC membership reflects the diversity of the students/families, as well as all requirements for its composition.	2013-2015	• Flyers • Agendas • Newsletter announcements	$0	NA	1-3
The school has an articulated plan to increase the participation of parents of color into school governance and decision making.	2013-2015	• Prin notes	$0	NA	1-3
Additions and modifications to the school plan will be approved by the SSC when they exceed more than 10% of the school's budget	2013-2015	• Meeting notes and Site Plan Addendum	$0	NA	1-3
School Site Council will be trained in their role and responsibilities, SSC agendas will be posted 72 hours prior to the meeting, minutes will be provided following each meeting, by-laws will be established as appropriate.	2013-2015	• SSC flyer • SSC Agenda • SSC minutes	$0	NA	1-3
An ELAC will be trained in their role and responsibilities and the committee will provide input to the SSC regarding school programs and student needs.	2013-2015	• ELAC flyer, agenda and minutes	$0	NA	1-3

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
If delegating to the SSC, an ELAC meeting is held and minutes reflect documentation of this process					

STRATEGIC PROGRAM ACTION STEPS

- **School-specific Action Steps (additions to the above District-wide LEAP-aligned steps)**

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
ESSENTIAL PROGRAM COMPONENTS (EPCs) 1-8					
EPC 1: INSTRUCTIONAL PROGRAM					
1.2 • Purchase Grades 2-5 Avenues Workbooks as needed • Principal will conduct walk-throughs on a regular basis to monitor program effectiveness. • Purchase supplementary materials in all grade levels for EL Learners.	13-14	Purchase Order	**$2,000**	**EIA-LEP**	**1**
EPC 2: INSTRUCTIONAL TIME					
2.2 • Utilize Computer Lab Tech for 4th and 5th grade Learning Academy to strategic class size. • Utilize Instructional Assistant in grades K-2 for strategic instruction.	13-15 13-15	Class Structure IA Schedule/ Benchmark Scores	**$** **$3,000**	**PTA/Dad's Club** **EIA-SCE/ PTA**	**1, 2** **1, 2**
EPC 3: LESSON PACING GUIDE					
EPC 4: SCHOOL ADMINISTRATOR INSTRUCTIONAL LEADERSHIP TRAINING					
Coaching for Principal and Office Manager •	13-15		$2,500		
EPC 5: CREDENTIALED TEACHERS AND PROFESSIONAL DEVELOPMENT OPPORTUNITY					
EPC 6: ON-GOING INSTRUCTIONAL ASSISTANCE AND SUPPORT FOR TEACHERS					
6.1	13-15				1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• Peer coaching within school and within district to provide teachers with a model for improvement in implementing culturally relevant teaching strategies to enhance the adopted core programs. • Expand DAIT Team to include 2 staff members for district walk-throughs. • The principal structures and monitors the use and impact of coaching services on student's achievement.		Scheduling/ Monitoring	$2,000 $520	EIA-SCE EIA-LEP	
Send 5 participants to **E3-New Cohort**: Engaging Equity Everyday-teacher equity training	13-15	Meeting Agendas and Attendance at Workshops	$3,300	EIA-SCE	1
EPC 7: STUDENT ACHIEVEMENT MONITORING SYSTEM					
Three hours per week of additional clerk time to maintain student monitoring system (AERIES) and coordinate after school programming	13-15	Updated Files PPAF	$3,000	EIA-SCE	1, 2
EPC 8: MONTHLY COLLABORATION BY GRADE LEVEL OR PROGRAM LEVEL FOR TEACHERS FACILITATED BY THE PRINCIPAL (OR DESIGNEE)					
8.1 • Participate in 1 follow up session end of September for the **PLC Academy** participants and 1 customized **interactive webinar** per school site based on site needs (70 minutes) o Elementary: Subs for the follow up sessions Example: 1 day x 6 substitutes x $130=$780 o Elementary/Secondary: Principal & PLC Leadership to pre-plan with Solution Tree for your customized webinar(s) o Provide 70-minute PLC staff development time Other: You may want to build in some release/extra hourly time for PLC team efforts, e.g., CFAs	13-15	Meeting Agendas Substitute Request	$780	EIA	1
• Grade level PLC/Data Summit and Planning Days will be provided with release time substitutes for collaboration. • The principal / site leadership will ensure that time is provided for: o Using and analyzing student data o Creating common formative assessments using data for intervention and enrichment o Designing and improving instructional practices (CRT, Checking for Understanding) o Focus on English Language Learners	13-15	Meeting Agendas Substitute Request	$8,000	*EIA*	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
• Learning Walks (Lead Team and Admin.)	13-15	Logs and Notes Lead Team Agenda	$1,500	EIA-LEP	1
• Continue Mills Scholars Teacher Inquiry using Teacher Leaders to strengthen teaching practice.	13-15	Meeting Agendas Self Selection Professional Development Activities	$10,000	EIA-SCE / Site Discretionary	1
• Performance Fact • Continued coaching using facilitator model for Lead Team and Principal	13-15	Purchase Orders Meeting Agendas	$6,000	EIA – SCE/LEP	1
BEYOND THE EPCs					
Supplementary Materials For Opportunity and Equal Access					
• Study Island • RazzKidz	13-15	Purchase Order	$2,600 $1,000	Site Discretionary	1
Increase use of school technology by continuing onsite tech support	13-15	Hourly Timesheet	$5,000	Site Discretionary	1, 5
The school will maintain a support system for struggling students • Identity students and provide extended day learning opportunities for students not meeting proficiency in ELA and Math • Conduct SST meetings weekly • Identify grant opportunities to provide after school tutoring and intervention for our 4th and 5th graders who do not meet proficiency in ELA and Math • Provide early intervention for our k-1 students by using volunteers during the school day • Provide extra time for students to use Study Island in the computer lab	13-15	Sign in and volunteer logs SST meeting notes PPAF	$6,000	EIA-SCE	1
Upgrade School Technology Equipment as needed	13-15	Purchase Order	$5,000	EIA-SCE Site Discretionary	1, 5
Replacement and updating of library books	13-15	Purchase order	$500	EIA Site Discretionary	1

Strategic Action Steps	Year	As Measured by	Estimated Cost	Funding Source	Goal aligned
SCHOOL CLIMATE/CULTURE					
Continue Conflict Management Program and Student Leadership Program to increase student involvement and community building/school culture. Funds will be used for teacher leaders' release time, materials, and food.	13-15	Teacher Release Time Purchase Orders	$350	EIA-SCE	1
Continue National Day of Silence Observation for 4th/5th grades	13-15	Principal Notes			
Continue HERO program for physical activity and playground support	13-15	Decrease in referrals to office Purchase Orders	$3,000	EIA-SCE	1, 3
After School Enrichment Program to develop pride in Latin American cultures. "Spanish for Spanish Speakers"	13-15	Attendance Rates	$3,000	EIA-LEP	1
PARENT INVOLVEMENT					
Outreach to parents of color will continue • African American Parent Advisory group will meet 5 times per year • Utilize consultation from High Expectations • Principal/Lead Team/Staff will monitor learning experiences of students of color by participating in learning walks with Performance Fact Tools	13-15	Flyers Newsletter Principal notes	$1,200	EIA-SCE	1
Stipend for ELAC Teacher Liaison		Increased participation of EL Families	$1,200	EIA-LEP	1
Increase Oral Translation Services for Spanish Speaking Families	13-15	Parent engagement in educational process	$3,000	EIA-LEP	1
Parent Education in the area of Student Achievement and Data. The event will focus on the unveiling of the Instructional Focus Plan and student data over three years	13-15	Sign in Sheets Agenda	$350 See EPC 8		1, 3
LEADERSHIP AND GOVERNANCE					

Other Required Elements

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Multi-funded students receive the core curriculum through the district's instructional delivery system supported by district funds, and appropriate supplemental program services to support or extend their learning as needed. These specially funded program services support and do not supplant the district's core curriculum or services. They are coordinated to provide a coherent educational experience and are evaluated through the analysis of disaggregated students' achievement data.

The two major purposes of San Leandro Unified School District's participation in School Based Coordinated Programs are to:

1. Allow for collaborative planning of strategies and instructional practices to assist special needs students to succeed in the core curriculum.
2. Provide for articulation between classroom teachers and auxiliary personnel regarding how auxiliary services support special needs students in the core curriculum.

- Instructional and auxiliary services are provided to meet the needs of each of the student populations listed below, regardless of whether the school receives state and federal supplementary funding for each of the groups:
    - Limited English proficient students
    - Socio-economically disadvantaged students
    - Gifted and talented students
    - Students with exceptional needs (Special Education Services)
    - Historically underserved populations (African American, Latino, Standard English Learners)

Limited English Proficient Students (ELL):
Limited English proficient students are placed with appropriately certificated teachers or teachers-in-training to receive simultaneous instruction in English Language Development and in the core curriculum. As required by law parental exception waivers are available for alternative program placement (K-5 bilingual instruction).

The goal for all English learners is the rapid, effective and efficient development of proficiency in English and in the core academic areas. The rich standards-based curriculum is accessible to all students through primary language support, Specially Designed Academic Instruction in English (SDAIE), and English language Development (ELD) as appropriate. Guidelines and procedures for assessment, placement, monitoring, transition (in the case of bilingual students) and reclassification are outlined in the District Master Plan.

SCHOOL BASED COORDINATED PROGRAMS (SBCP)

Educationally Disadvantaged Students (CON 20h): ***EIA & Title I: Describe EIA Title I services at your school site in these two areas***

1. ***Site-funded Professional Development and Coaching Plans (if applicable)***

   - Use of release time to observe expert teachers in CRT, EL instruction, high leverage strategies

   - Performance Fact Certified Facilitator Model
     i. Continue Working the Plan in PLCs

   - Professional Learning Community (PLC) Training Team
     i. Follow-up session for PLC academy participants
     ii. Interactive webinar for entire staff

   - Equity 3 Team
     i. Continued first cohort meeting time
     ii. New cohort 5 day session

   - Mills Teacher Scholars (PLC)
     i. Continued Teacher Leader structure

2. ***Site-funded Parent Involvement Activities***

   - Voces Unidas / United Voices to increase parent voice and parent leadership

   - Parent Education Event in the area of Student Achievement and Data.
     i. The event will focus on the unveiling of the Instructional Focus Plan and student data over three years

   - African American Parent Advisory Group
     i. Continued work with High Expectations Model

Gifted and Talented Education (GATE):
Due to the state's Tier III flexibility, the GATE funds for the District have been swept and will be used for "any educational purpose*". Due to budget cuts, testing to identify GATE students will be limited to the 3rd grade.* Differentiated instruction is provided in classrooms to meet the needs of our GATE students.

SPECIAL EDUCATION PLAN AND CHECKLIST

1. Check off all of the special education services provided at the school site:
   - ☒ Resource Program Specialist (RSP)
   - ☒ Special Day Class-mild to moderate (SDC-mm)
   - ☐ Special Day Class-moderate to severe (SDC-ms)
   - ☒ Speech/Language Specialist (S/L)
   - ☒ Adaptive PE Teacher (APE)
   - ☒ Specialized Health Care Nurse (SPHC)
   - ☐ Itinerant Specialist for Physically Handicapped (ISPH)
   - ☒ Behavioral Specialist
   - ☐ Vision Handicapped Specialist (VH)
   - ☐ Itinerant Specialist DHOH
   - ☒ Psychologist
   - ☐ Program Specialist for Workability
   - ☐ Program Specialist for Transition Opportunity Program (TOPS)

2. How does the school site assure that all identified special education students are appropriately served?

   - ☐ Attendance records from each service provider
   - ☒ Staff that work with student have access and understanding of IEP
   - ☒ Class lists for RSP, SDC and DIS provided by Special Services Department indicate appropriate placement as per the IEP
   - ☒ Administrators or designee attend IEP meetings and review IEPs for compliance
   - ☒ Students registered at the sites that have previous IEP records forward the records to the Special Services Department to ensure appropriate placement
   - ☒ Other

3. How does the plan address the curriculum, instructor strategies, and materials needed by identified special education students so that they may participate successfully in the district's core curriculum?

   - ☒ District trainings available to appropriate personnel
   - ☒ Core curriculum materials within special education classroom as appropriate
   - ☒ Collaboration between general education and special education staff for materials, strategies, etc.
   - ☒ Staff and/or department meetings to address curriculum, etc.
   - ☐ Other

4. How does the school site meet the instructional needs of special education students?

   - ☒ Follow the completed and signed IEP
   - ☒ Collaboration between general education and special education
   - ☒ General education staff have access to student IEP as appropriate
   - ☒ Case managers coordinate services between DIS and general education teachers
   - ☒ Core curriculum materials are provided to special education staff as appropriate
   - ☒ A variety of service delivery systems as identified on the IEPs are provided
   - ☒ Other

5. How are services provided by the SDC, RSP and/or DIS to non-identified special needs students?

- ☒ Special education staff members may attend SST meeting
- ☒ Special education staff may observe students who have not yet been identified as special education students and provide feedback to general education staff
- ☒ A special education teacher may consult with a general education teacher regarding a non-identified student
- ☒ General education teachers may observe SDC classrooms to obtain instructional strategies and/or ideas that can be used in general education classroom.
- ☒ Special education staff may attend district-wide trainings offered by Special Services Department

6. Describe the services the RSP and/or DIS specialists provide in the general education classroom.

- ☒ RSP and DIS specialists may observe student in the general education setting and provide feedback to staff
- ☒ RSP and DIS specialists may model lessons to general education staff upon request
- ☒ RSP and DIS specialists may consult with general education teachers informally
- ☒ Sharing of materials, ideas and strategies between general education and special education staff
- ☒ Other

7. How do you monitor success and failure? How do you monitor student progress toward completion of graduation requirements?

- ☒ Report cards on a trimester or quarterly schedule
- ☒ Daily or weekly progress reports as needed
- ☒ Annual IEP reviews with updated assessments and objectives
- ☐ Parent initiated conferences include update on attainment of graduation requirements
- ☐ IEP meetings include update on graduation requirements
- ☐ Students meet with counselors to discuss graduation requirements (parent may also attend)
- ☒ The principal ensures that accommodations are occurring as per the IEP
- ☒ Students who appear or may be failing meet with site counselor who provide options and directions for the students/parents
- ☒ Principal reviews any of the above and confers with staff as appropriate to ensure student success

Budgeting

Centralized Services (district provides)

The district coordinates many services with categorical funding. The centralization of services helps to ensure that all eligible students are receiving adequate and appropriate support as efficiently as possible. Here are the main services that are centralized:

Title I

- NCLB Required Reservation funds (**30% of total Title I budget**)
  - School Choice and Supplementary Educational Services (SES) tutoring
  - Professional Development and support through instructional coaching
  - Professional Development and support through Coordinator of Data and Assessments and *Illuminate* data system
  - McKinney-Vento Homeless families academic support
- NCLB Allowable Reservations
  - District and School Program Improvement activities, mailings and other supports

EIA-LEP

- EL Clerks who maintain records, administer assessments, help with reclassification of ELs and carry out other EL-related duties as assigned
- EL CELDT Testing coordination and EL Master Plan implementation throughout the year

EIA-SCE

- Administrators support to sites with direct professional development in the form of training, coaching and other forms of direct support for principals, coaches, clerks, para-educators and teachers.
- Mental Health Counseling Services provided to each school (to below proficient students)

2013-14 Funding for these Centralized Services from Current Base and Carryover allocations:

- **This is in addition to what was also directly allocated to site.**

School	Title I Amt*	EIA-LEP Amt	EIA-SCE Amt
Garfield	$31,509	$14,285	$11,555
Jefferson	$60,098	$23,629	$15,039
Madison	NA	$9,613	$7,573
McKinley	$41,971	$17,430	$12,302
Monroe	$30,414	$10,332	$8,497
Roosevelt	NA	$6,828	$8,106
Washington	$38,565	$18,418	$11,982
Wilson	$69,222	$30,637	$21,155
Bancroft	$77,960	$14,016	$21,581
Muir	$75,426	$12,039	$20,621
SLHS	NA	$26,234	$68,441
Lincoln	NA	$1,527	$3,022
Totals	**$425,164**	**$184,987**	**$209,874**

*Title I includes the required 30% reservations listed above

Budgeting

- **State Programs and Budgets Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
☐	*California School Age Families Education* *Purpose: Assist expectant and parenting students succeed in school.*	$NA
☒	**Economic Impact Aid/ State Compensatory Education** **Purpose: Help educationally disadvantaged students succeed in the regular program.**	$20,897
☒	**Economic Impact Aid/ English Learner Program** **Purpose: Develop fluency in English and academic proficiency of English learners**	$11,650
☐	*High Priority Schools Grant Program* *Purpose: Assist schools in meeting academic growth targets.*	$NA
☐	*Instructional Time and Staff Development Reform* *Purpose: Train classroom personnel to improve student performance in core curriculum areas.*	$NA
☐	*Peer Assistance and Review* *Purpose: Assist teachers through coaching and mentoring.*	$NA
☐	*Pupil Retention Block Grant* *Purpose: Prevent students from dropping out of school.*	$NA
☐	*School and Library Improvement Program Block Grant* Purpose: Improve library and other school programs.	$NA
☐	*School Safety and Violence Prevention Act* *Purpose: Increase school safety.*	$NA
☐	*Tobacco-Use Prevention Education* *Purpose: Eliminate tobacco use among students.*	$NA
☐	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$
	Total amount of state categorical funds allocated to this school	**$32,547**

Budgeting

- **Federal Programs and Budgets Included in this Plan**

Federal Programs under No Child Left Behind (NCLB)		Allocation
☐	*Title I, Neglected* *Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution*	$NA
☐	*Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth*	*$NA*
☐	**Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas**	*$*
☐	*Title I, Part A: Schoolwide Program* *Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency*	$NA
☐	*Title I, Part A: Program Improvement* *Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups*	$NA
☐	*Title II, Part A: Teacher and Principal Training and Recruiting* *Purpose: Improve and increase the number of highly qualified teachers and principals*	$NA
☐	*Title II, Part D: Enhancing Education Through Technology* *Purpose: Support professional development and the use of technology*	$NA
☐	*Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students* *Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards*	$NA
☐	*Title IV, Part A: Safe and Drug-Free Schools and Communities* *Purpose: Support learning environments that promote academic achievement*	$NA
☐	*Title V: Innovative Programs* *Purpose: Support educational improvement, library, media, and at-risk students*	$NA
☐	*Title VI, Part B: Rural Education Achievement* *Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs*	$NA
☐	Other Federal Funds (list and describe[1])	$NA
	Total amount of federal categorical funds allocated to this school	**$**
	Total amount of state and federal categorical funds allocated to this school	**$**

[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Budgeting

- **Site Plan Budgeting Chart**

Charts are for Sharing proposed expenditures with staff and parents

Budget Planning Charts

School: Roosevelt **Year:** _____

1. Enter Total Allocation for each budget
2. List brief description of items and Estimated Cost from Action Steps
3. Make sure that allocations here match "Cost" column in site plan or ammend (SSC minutes or Fall Addendum)

4. Submit this Chart to C&I for a Compliance Check prior to taking to SSC

NOTE: Sites should print out Fiscal 05 (summary) & Fiscal 03 (details) monthly to track spending

EIA-SCE (Should Be SSC approved and in School Plan)

This budget (7090) is for action steps targeting EDY students
EDY is all English Learners + Non-EL below proficient in either Math or ELA
*******Cannot be used for students who are proficient*****

Action Step Items	Est Cost
IA	$3,000
Teacher Release Time	$10,000
E3 New Cohort	$3,300
Classified Clerk: 2 hours/week	$3,000
PLC Academy Follow-up	$780
Mills Scholars (Multi-Fund)	$7,000
Performance Fact (Multi-Fund)	$3,000
After School Intervention	$6,000
Outreach to Parents of Color; AAPAG	$1,200
Total in budget	$37,280
Total allocation	$20,897
Balance	($16,383)

EIA-LEP (Should Be SSC approved and in School Plan)

This budget (7091) is for action steps targeting English Learners ONLY
EL means current English Learners (not RFEP)
*******Cannot be used for Non-English Learners****

Action Step Items	Est Cost
Avenues Consumables as needed	$1,000
Expand DAIT Team (subs)	$520
Learning Walks (expanded)	$1,500
Performance Fact (continued) (Multi-Fund)	$3,000
Teacher Stipend for ELAC liaison	$1,200
Increase Oral Translation	$2,000
Parend Education - Student Achievement and Data	$450
After School Enrichment for Spanish Speakers	$2,000
Total in budget	$11,670
Total allocation	$11,650
Balance	$20

OPTIONAL CHART: Site Discretionary (not SSC approved)

Action Step Items	Est Cost
Prof. Dev. For Principal/Office Manager	$2,500
Classroom Supplies	$5,000
Office Supplies	$3,000
Mills (Multi-Fund)	$3,000
On site tech support - teacher hourly	$5,000
Upgrade school tech equipment (as needed)	$3,000
HERO Program	$3,000
Conflict Management Program	$350
Total in budget	$24,850
Total allocation	$18,137
Balance	($6,713)

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[2]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Victoria Forrester	X				
Lauren Lipka		X			
Cynthia Epps		X			
Linda Wittig		X			
Rebecca Day-Rodriguez				X	
Kati Krause				X	
Amy Beek				X	
Celina Ramirez				X	
Numbers of members of each category	**1**	**3**		**4**	

[2] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

San Leandro Unified School District

ELAC Recommendations to SSC on Single Plan for Student Achievement, 2012-13

School Site: Roosevelt Elementary School

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**ELAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S) • **After School Program "Spanish for Spanish Speakers" Increase student pride of culture** • **Translation: written/oral** • **Increase bilingual library**	**RECOMENDACION(ES)/ RECOMMENDATION(S)** • **Spark continued programming for other cultures.**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION: • **Cultural Awareness and Pride** • **Academic Achievment**	**RESPUESTA AL COMITE ELAC/ RESPONSE TO ELAC*:** • **Go forward. Create expenditure in school plan.**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:** 5/8/13	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

San Leandro Unified School District
SAC Recommendations to SSC on Single Plan for Student Achievement, 13-14

School Site: Roosevelt Elementary School

PARA/TO: ❑ Concilio Escolar/SSC ❑ Director y Personal Escolar/ Principal and Staff	**SAC Topic:** Single Plan (SPSA)
RECOMENDACION(ES)/ RECOMMENDATION(S)	**RECOMENDACION(ES)/ RECOMMENDATION(S)**
PROPOSITO PARA ESTA RECOMENDACION/ PURPOSE FOR RECOMMENDATION:	**RESPUESTA AL COMITE SAC/ RESPONSE TO SAC*:**
FIRMACIONES/SIGNATURES **ELAC MEMBER:** **FECHA/ DATE:**	**FIRMACIONES/SIGNATURES** **DIRECTOR O PRESIDENTE DEL CONCILIO ESCOLAR/** **PRINCIPAL or SSC CHAIRPERSON** **FECHA/DATE:**

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply)****:*

   ___ School Advisory Committee for State Compensatory Education Programs

   ___ English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   ___ Other ***(list)***

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

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

6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

_____	_____	_____
Typed name of school principal	Signature of school principal	Date
_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendices:

- **APPENDIX A: School Accountability Report Cards (SARC)**

- **APPENDIX B: Charts for "Step 1: Analyze Student Achievement Data"**
  - **Demographic Data (district provides these resources for comparing school data)**
    - *% Race/Ethnicity* by School
    - *% Language Fluency Groups*: EL, RFEP, IFEP & EO by School
  - **Academic Achievement Data (District Provides)**
    - **CST Data: 2012**
      - *Schoolwide 2-Year Change* in STAR CST
      - *Schoolwide 4-Year Trends in ELA* CST by Grade
      - *Schoolwide 4-Year Trends in Math* CST by Grade
      - *Schoolwide 4-Year Trends in Science* CST by Grade
    - **API Data 2012 (District Provides)**
      - *Districtwide API Chart* with:
        - Schoolwide API
        - Statewide Rank
        - Similar Schools Rank
      - *Student Subgroup API ---2 years*
      - *Schoolwide 4-Year Trends in API*
    - **AMAO Data-CELDT 2013 (District Provides)**
      - *AMAO 1 Districtwide chart*
      - *AMAO 2 Districtwide Chart*
    - **Other quantitative data (site provides—insert here or in Appendix**
  - **Non-Academic Data (District Provides)**
    - 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports) Chart (Secondary is disaggregated by race)
    - 2011-12 and 2012-13 Average Monthly Attendance
    - 2011-12 and 2012-13 Suspensions by Race

- **APPENDIX C: Worksheets for STUDENT ACADEMIC LEARNING GOALS**

- **APPENDIX D: Other Data, Charts, etc.**

- **School Accountability Report Card (SARC)**

Roosevelt Elementary School

951 Dowling Blvd. • San Leandro, CA 94577 • (510) 667-3584 • Grades K-5
Victoria Forrester, Principal
vforrester@slusd.us

2011-12 School Accountability Report Card
Published During the 2012-13 School Year

San Leandro Unified School District
14735 Juniper St. San Leandro, CA 94579 (510) 895-4199
www.sanleandro.k12.ca.us

District Governing Board
Lance James
Ron Carey Mike
Katz-Lacabe Jason
Toro
Diana J. Prola
Vince J. Rosato
Elisha Feliciano
Student Board Member

District Administration
Cindy M. Cathey
Superintendent

Debbie Wong **Assistant Superintendent Educational Services**

Song Chin-Bendib
Assistant Superintendent Business & Operations

John Thompson
Senior Director II Human Resources

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (510) 667-3584.

School Description

Principal's Message

Roosevelt is a community of learners who share a committed focus of ensuring that every child who comes into our school receives a fair and equitable education within a nurturing and safe environment. The work of our staff, PTA, and Dads' Club is a testament to what we can and have achieved toward making Roosevelt a model for other schools. As part of the federal mandate of No Child Left Behind, we are being held accountable in ensuring that all students will be performing at proficient or advanced by the year 2014. This is a lofty ambition, but the work has already begun as teachers diligently plan for implementation of grade-level standards and to provide support so that every student can achieve to his/her potential. We continue to engage in courageous conversations about race and its impact on students. Closing the achievement gap will take time, energy, and a commitment by all as we restructure how we've done things and realign resources to support success. For me, every child has a face and a name. For me, every child has the potential to achieve, to learn, and to excel.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

Roosevelt's mission is to provide a safe environment where high expectations, standards-based differentiated curriculum, and life-long learning are the norm for all students, as well as adults. We are working towards improving all students' scores on the high-stakes assessments, as well as narrowing and eventually closing the achievement gap through culturally responsive teaching, a rigorous academic program, and equitable practices. We believe this can be accomplished through a practice of open and honest communication, high expectations for every child, courageous conversations around race, partnerships with our families, and a commitment by all that values each child's voice. We invite our families and community members to partner with us and join us on this exciting journey.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Roosevelt Elementary School. Parents may participate in many committees, such as the Parent Teacher Association (PTA), Dad's Club, ELAC (English Language Advisory Committee), DELAC (District English Language Advisory Committee), our School Site Council, Gay/Straight Alliance Group, After School Enrichment programming, monthly Coffee and Conversation meeting with the principal, beautification days, and the ACE group. Parents are also involved in volunteering in classrooms, for field trips and fundraisers, and within the school garden. Roosevelt Elementary thanks the PTA for its support in the recent creation of a new state-of-the-art outdoor classroom for the school.

Contact Information

Parents who wish to participate in Roosevelt Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4350.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	84
Gr. 1	84
Gr. 2	112
Gr. 3	84
Gr. 4	78
Gr. 5	109
Total	551

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	17.2
American Indian or Alaska Native	0
Asian	10.7
Filipino	2
Hispanic or Latino	31.8
Native Hawaiian/Pacific Islander	0.5
White	31.4
Two or More Races	6.4
Socioeconomically Disadvantaged	33.2
English Learners	21.1
Students with Disabilities	6.5

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.	23	24.7	28		0	0	4	3	3		0	0
Gr. 1	23	27.8	28		0	0	3	4	3		0	0
Gr. 2	23	26.7	28		0	0	3	3	4		0	0
Gr. 3	24	21.3	28		1	0	4	3	4		0	0
Gr. 4	30	30	22		0	1	2	3	2		0	0
Gr. 5	27	27	30.3		0	0	2	2	4		0	0
Other	8			1								

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	5.71	9.07	4.59
Expulsions Rate	0	0	0
District	**09-10**	**10-11**	**11-12**
Suspensions Rate	21.57	18.68	17.75
Expulsions Rate	0.76	0.77	0.11

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern at Roosevelt Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated biannually at the beginning and end of the school year by the School Site Council and staff. This year's plan was reviewed, discussed and updated by the faculty in October 2011. The key element of the School Site Safety Plan encompasses student safety and evacuation procedures, if necessary. Fire, earthquake and lock down drills are conducted on a regular basis throughout the school year, and intruder drills are conducted twice a year. Emergency parent information brochures are handed out each year to families and can also be found in the office upon request.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times. The designated areas for student drop off and pick up are at the front of the school and in the back of the school with a crossing guard.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

---

Year and month in which data were collected: 10/25/2011

Age & Condition of Facilities

Roosevelt Elementary School was originally constructed in 1937 and is currently comprised of 23 permanent classrooms, a library, a staff lounge, multi-purpose/cafeteria, a computer lab, two playgrounds, a preschool SDC room, a third through fifth grade SDC room, a music room, an art room, a speech room, a RSP room, a counseling room, and an ACE room. Recent renovations include the installation of a new outdoor classroom shade structure and a new reading garden..

Cleaning Process

The principal works daily with two full-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated $164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

At the time of publication 66% of Roosevelt Elementary School's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation.

With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. Measure B allowed renovations to the lighting, paint, and bathrooms in the Summer of 2011. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Repair carpet-Room A4. Ceiling tiles missing-Cafeteria.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Door closer doesn't work-Room 6A. Loose window latch-Room A2a.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	27	26	25
Without Full Credential	1	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	416
Without Full Credential	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Staff development is focused on becoming a Professional Learning Community. We currently have a training team for PLCs, Mills Teacher Scholars and a fully developed Leadership Team to lead our staff in collaborative work. We have a four-page instructional focus plan that provides the guidance for our work. We continue to focus on Equity as staff development.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Instructional Coaches.

The district supports staff development through three Professional Growth Days each year.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
Districtwide		
All Schools	96.52	3.48
High-Poverty Schools	96.44	3.56
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,133	$75	$4,057	$82,552
District	♦	♦	$5,389	$74,037
State	♦	♦	$5,455	$66,336
Percent Difference: School Site/District				7.88%
Percent Difference: School Site/ State			-1.21%	17.21%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,832	$40,656
Mid-Range Teacher Salary	$67,857	$64,181
Highest Teacher Salary	$90,079	$82,486
Average Principal Salary (ES)	$109,795	$102,165
Average Principal Salary (MS)	$116,087	$108,480
Average Principal Salary (HS)	$134,757	$117,845
Superintendent Salary	$204,399	$181,081
Percent of District Budget		
Teacher Salaries	47%	40%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

San Leandro Unified School District spent an average of $7,709 to educate each student (based on 2010-11 audited financial statements). The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general state funding, San Leandro Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA (Title I)
- K-5 Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Special Education Master Plan
- Instructional Materials
- ROC/P Entitlement
- Tenth Grade Counseling
- Gifted & Talented Pupils
- School Improvement Program
- Special Education Transportation
- Drug/Alcohol/Tobacco Funds
- School Safety & Violence Prevention
- Title II Teacher Quality
- Title III English Learners
- Federal, Special Education, Entitlement per UDC
- Title IV Safe & Drug Free Schools & Communities
- Vocational and Applied Technology Education Act
- Federal, Special Education, Discretionary Grants

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December, 2012

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional
materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California.

All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials		
Core Curriculum Area		**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts		Hampton Brown Adopted 2002
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	Houghton Mifflin Adopted 2002 Hampton Brown Adopted 2011
Mathematics		Pearson Scott Foresman Adopted 2008
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Science		MacMillan/ McGraw Hill Adopted 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
History-Social Science		Scott Foresman Adopted 2006
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	

Student Performance Data

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison (A Composite of CST, CMA and CAPA)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	58	58	69	44	45	48	52	54	56
Math	64	60	64	35	36	37	48	50	51
Science	70	60	66	50	53	49	54	57	60
H-SS				38	39	37	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group (A Composite of CST, CMA and CAPA)

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	48	37	49	37
All Student at the School	69	64	66	
Male	68	67	75	
Female	70	61	57	
Black or African American	48	35	36	
American Indian or Alaska Native				
Asian	78	87	73	
Filipino				
Hispanic or Latino	57	54	60	
Native Hawaiian/Pacific Islander				
White	87	76	85	
Two or More Races	85	92		
Socioeconomically Disadvantaged	50	42	39	
English Learners	40	38		
Students with Disabilities	50	37		
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.3	28.4	32.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-4	1	33
Black or African American	-1	-10	13
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-12	5	52
Native Hawaiian/Pacific Islander			
White	-5	-6	42
Two or More Races			
Socioeconomically Disadvantaged	-30	12	47
English Learners			33
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2009	2010	2011
Statewide	7	6	6
Similar Schools	1	1	1

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicat	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program		7
Percent of Schools Currently in Program		58.3

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	365	6,356	4,664,264
	API-G	855	743	788
Black or African American	Students	62	1,049	313,201
	API-G	724	673	710
American Indian or Alaska Native	Students	0	20	31,606
	API-G		694	742
Asian	Students	41	960	404,670
	API-G	920	855	905
Filipino	Students	9	516	124,824
	API-G		812	869
Hispanic or Latino	Students	115	2,871	2,425,230
	API-G	821	703	740
Native Hawaiian/ Pacific Islander	Students	2	79	26,563
	API-G		670	775
White	Students	123	704	1,221,860
	API-G	918	793	853
Two or More Races	Students	13	140	88,428
	API-G	945	829	849
Socioeconomically Disadvantaged	Students	126	4,059	2,779,680
	API-G	748	712	737
English Learners	Students	78	2,564	1,530,297
	API-G	794	710	716
Students with Disabilities	Students	30	833	530,935
	API-G	712	596	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

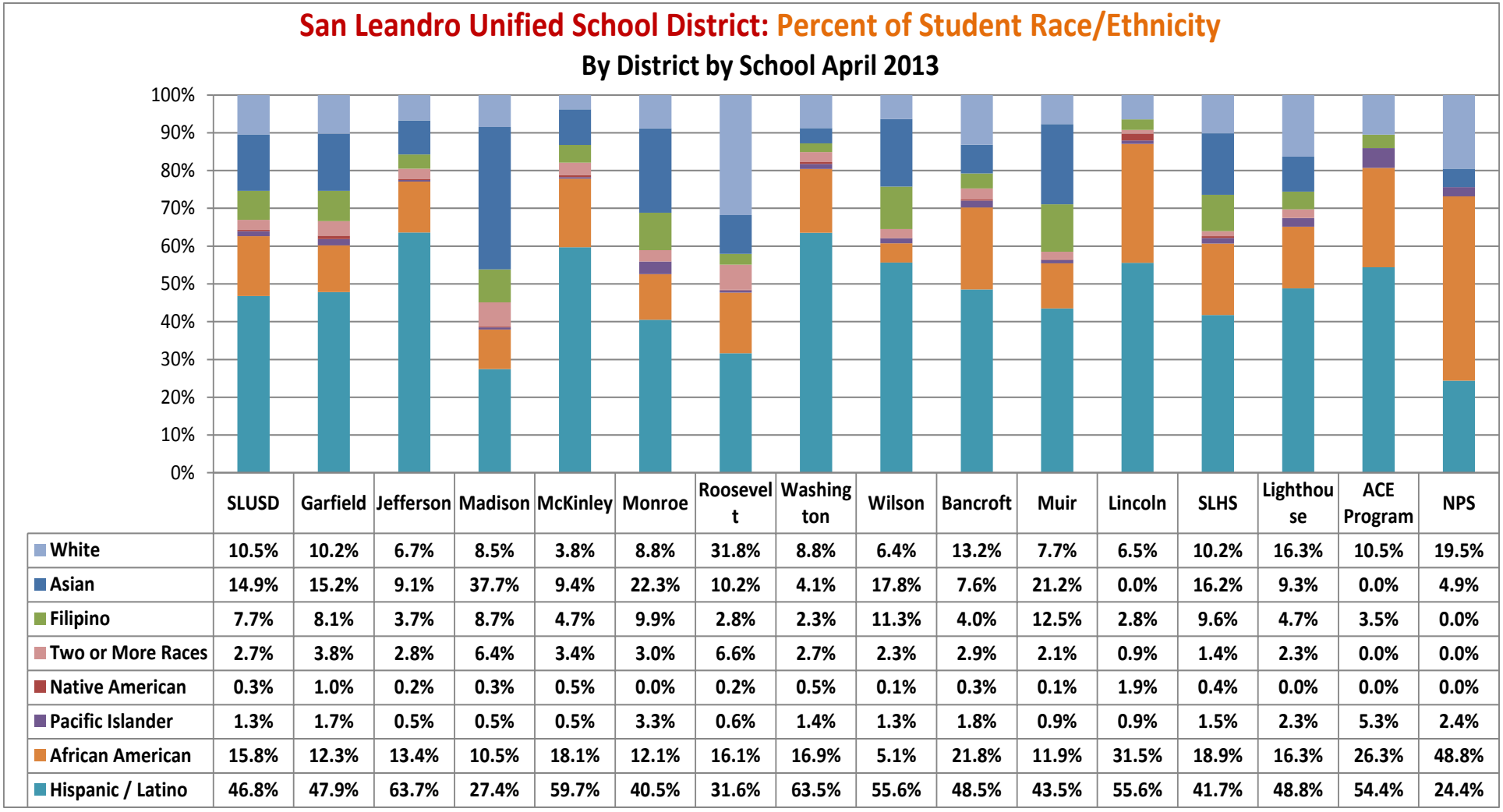
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

APPENDIX B: Demographic Data

- **% Race/Ethnicity by School** (resource for comparing schools)



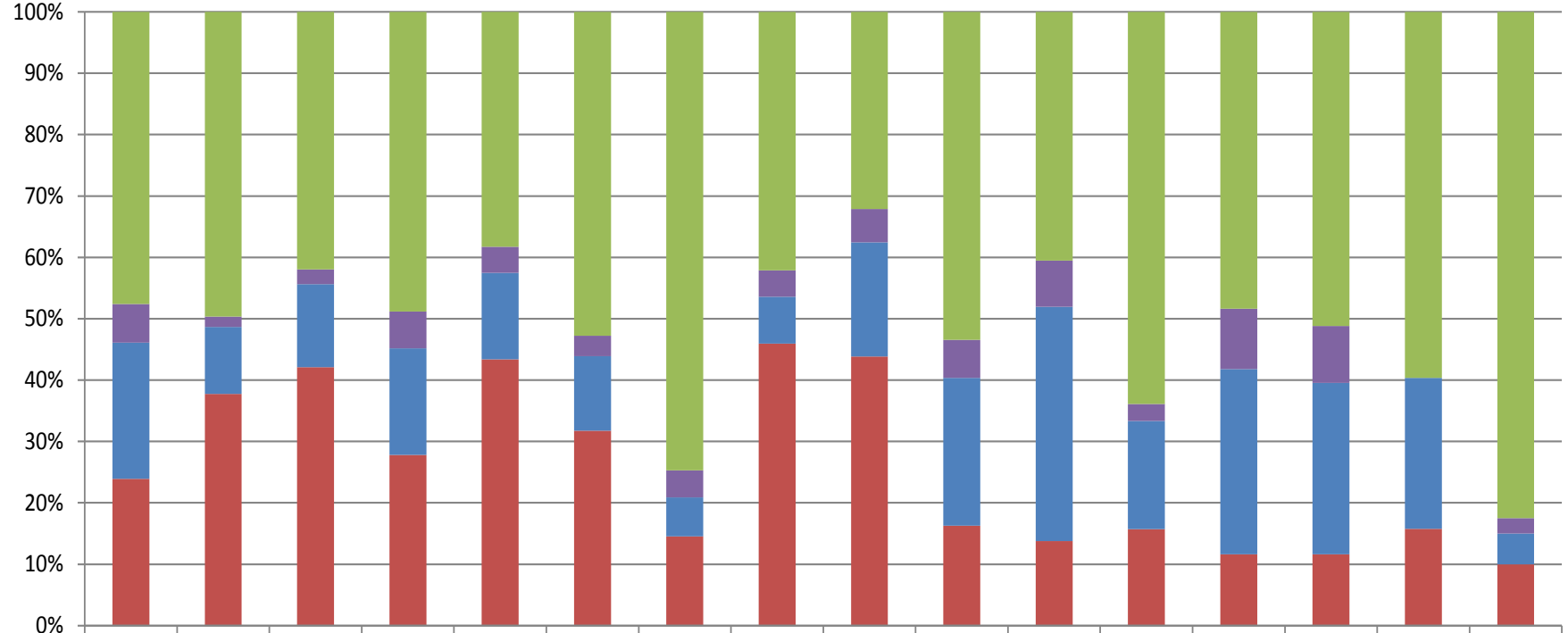
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
White	10.5%	10.2%	6.7%	8.5%	3.8%	8.8%	31.8%	8.8%	6.4%	13.2%	7.7%	6.5%	10.2%	16.3%	10.5%	19.5%
Asian	14.9%	15.2%	9.1%	37.7%	9.4%	22.3%	10.2%	4.1%	17.8%	7.6%	21.2%	0.0%	16.2%	9.3%	0.0%	4.9%
Filipino	7.7%	8.1%	3.7%	8.7%	4.7%	9.9%	2.8%	2.3%	11.3%	4.0%	12.5%	2.8%	9.6%	4.7%	3.5%	0.0%
Two or More Races	2.7%	3.8%	2.8%	6.4%	3.4%	3.0%	6.6%	2.7%	2.3%	2.9%	2.1%	0.9%	1.4%	2.3%	0.0%	0.0%
Native American	0.3%	1.0%	0.2%	0.3%	0.5%	0.0%	0.2%	0.5%	0.1%	0.3%	0.1%	1.9%	0.4%	0.0%	0.0%	0.0%
Pacific Islander	1.3%	1.7%	0.5%	0.5%	0.5%	3.3%	0.6%	1.4%	1.3%	1.8%	0.9%	0.9%	1.5%	2.3%	5.3%	2.4%
African American	15.8%	12.3%	13.4%	10.5%	18.1%	12.1%	16.1%	16.9%	5.1%	21.8%	11.9%	31.5%	18.9%	16.3%	26.3%	48.8%
Hispanic / Latino	46.8%	47.9%	63.7%	27.4%	59.7%	40.5%	31.6%	63.5%	55.6%	48.5%	43.5%	55.6%	41.7%	48.8%	54.4%	24.4%

APPENDIX B: Demographic Data

- **% EL, RFEP, IFEP & EO by School** (resource for comparing schools)

San Leandro Unified School District: Percent of Student Language Fluency

By District by School April 2013



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	Lincoln	SLHS	Lighthouse	ACE Program	NPS
English Only	47.4%	49.5%	41.2%	48.2%	38.3%	52.6%	73.9%	42.1%	32.1%	53.4%	40.4%	63.9%	48.3%	51.2%	59.7%	80.5%
Initially Fluent	6.3%	1.7%	2.3%	5.9%	4.3%	3.3%	4.4%	4.3%	5.4%	6.2%	7.5%	2.8%	9.8%	9.3%	0.0%	2.4%
Redesignated	22.1%	10.9%	13.3%	17.2%	14.1%	12.1%	6.3%	7.7%	18.6%	24.0%	38.1%	17.6%	30.2%	27.9%	24.6%	4.9%
English Learner	23.8%	37.7%	41.3%	27.4%	43.4%	31.7%	14.4%	46.0%	43.7%	16.3%	13.7%	15.7%	11.6%	11.6%	15.8%	9.8%

APPENDIX B: Academic Achievement Data

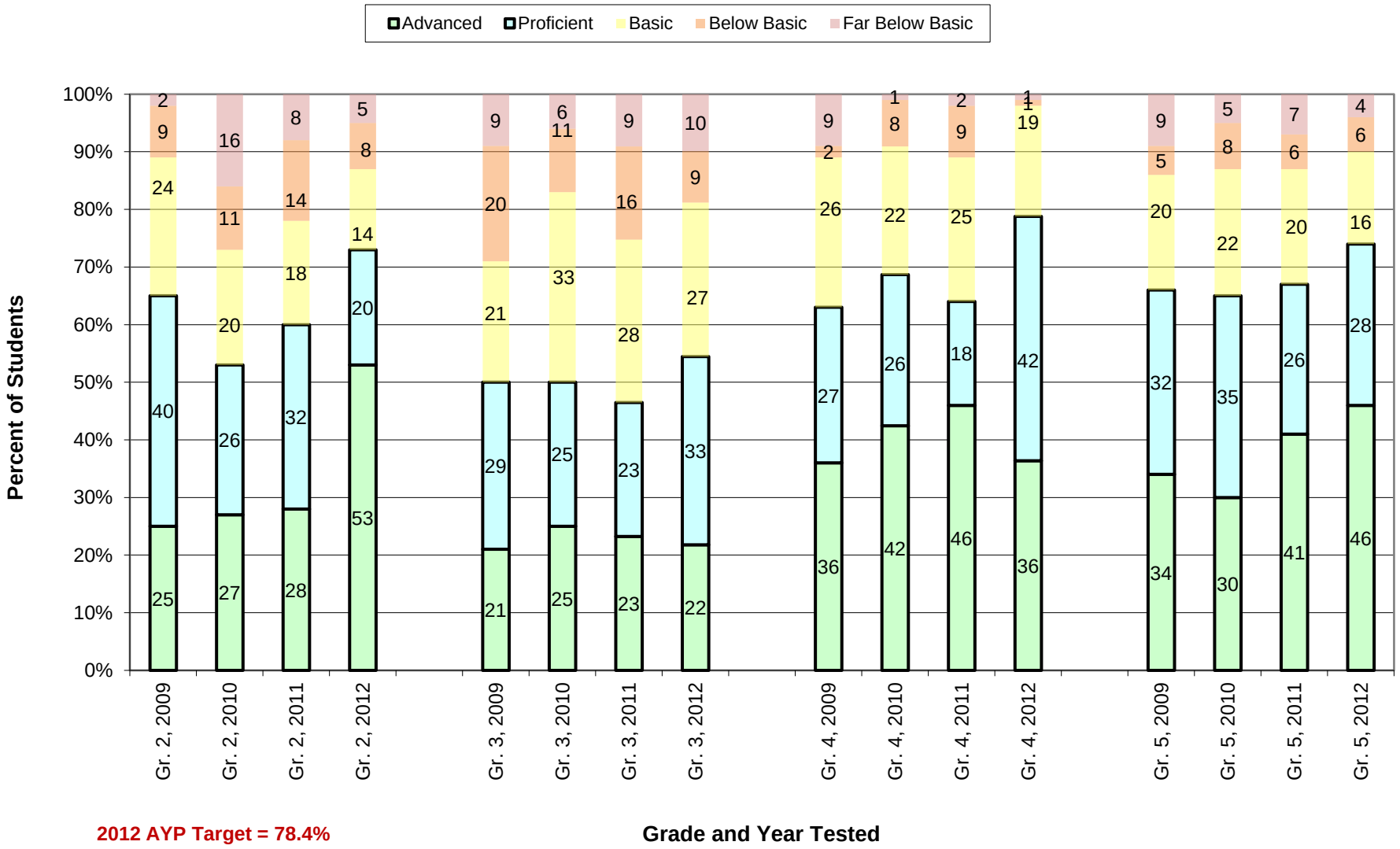
- **CST Data: 2012**
  - **Schoolwide 2-Year Change in STAR California Standards Test**

District/School	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS	Lincoln
ELA	3.2	-7.7	2.3	11.5	-6.4	2.9	10.5	-2.2	5.2	0.8	3.8	4.5	-0.5
Math	1.0	-9.8	-0.2	3.8	-1.9	5.2	3.7	-5.4	0.4	2.6	2.3	0.6	5.3
Grade-level Science	-3.8	5.1	1.2	-6.3	-12.3	-19.4	5.2	14.2	-1.2	-9.4	-3.3	-3.2	*
EOC Science	2.2											2.4	0.0
History-Social Science	-2.7									-11.1	1.1	-1.1	3.6

APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in ELA California Standards Test by Grade**

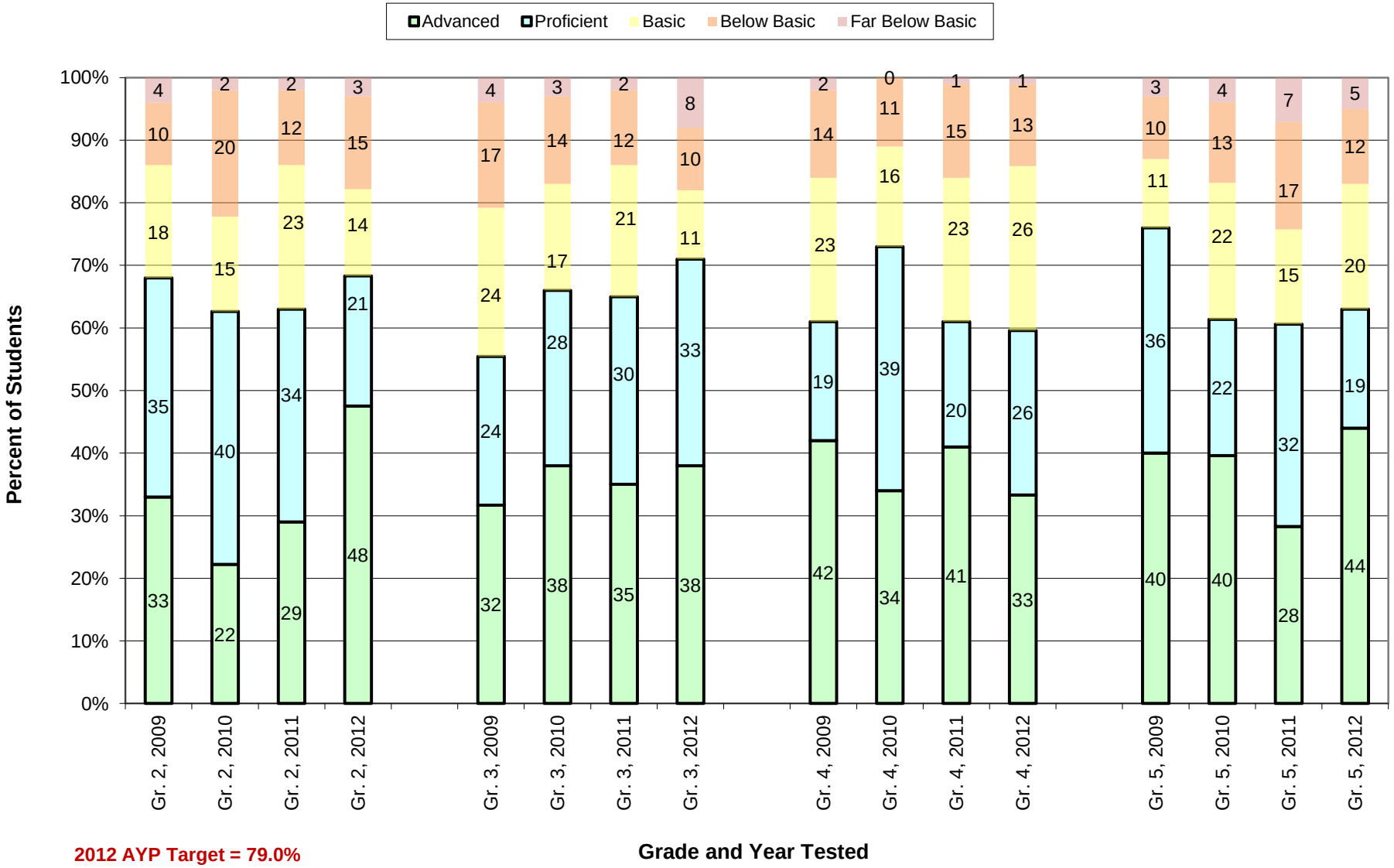
Roosevelt - California Standards Test - E/LA



APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in Math California Standards Test by Grade**

Roosevelt - California Standards Test - Math

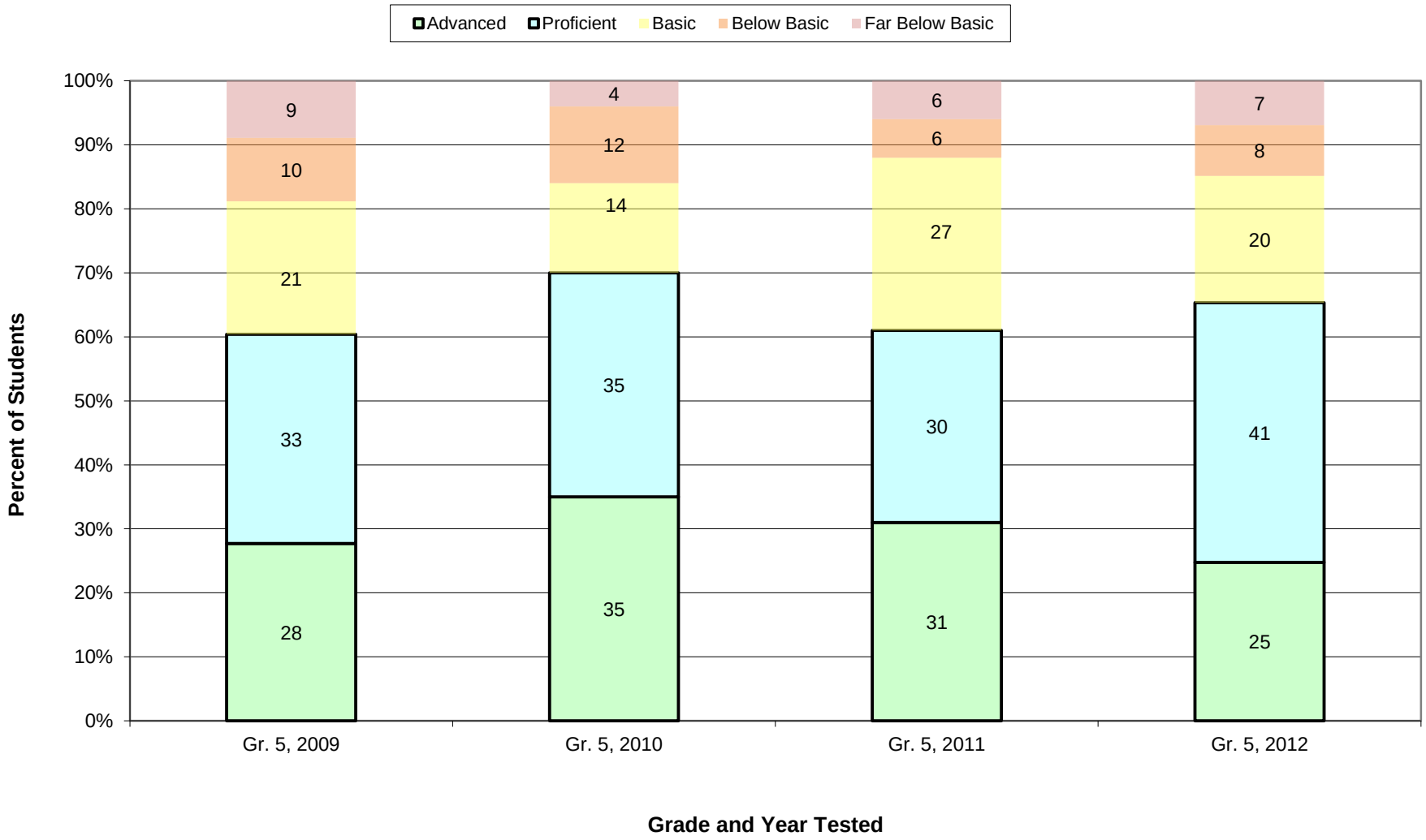


2012 AYP Target = 79.0%

APPENDIX B: Academic Achievement Data

- **CST Data: 2012**
  - **Schoolwide 4-Year Trends in Science California Standards Test by Grade**

Roosevelt - California Standards Test - Science



APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Schoolwide Academic Performance Index**
  - **Statewide Rank**
  - **Similar Schools Rank**

District & Schools	# of Students Included In The 2012 Growth API (# in 2011 Growth API)	Academic Performance Index (API)				2009 Base Rankings Changes Every Spring (March)		2010 Base Rankings Changes Every Spring (March)		2011 Base Rankings Changes Every Spring (June)	
		2012 Growth API	2011 Base API *(2011 Growth API Adjusted for Changes Listed Above)*	2011-12 Growth API Target	2011-12 API Growth	2009 State wide Rank	2009 Similar Schools Rank	2010 State wide Rank	2010 Similar Schools Rank	2011 State wide Rank	2011 Similar Schools Rank
SLUSD	6,356 (6,412)	743	737	B*	6	B	B	B	B	B	B
Garfield	236 (241)	768	782	5	-14	3	1	3	1	4	1
Jefferson	334 (370)	763	760	5	3	3	2	3	2	3	2
Madison	270 (247)	877	848	A	29	8	7	8	6	7	2
McKinley	272 (292)	768	784	5	-16	3	2	4	4	4	4
Monroe	240 (228)	810	799	1	11	4	1	3	2	**5**	3
Roosevelt	365 (356)	855	822	A	33	7	1	6	1	6	1
Washington	265 (240)	752	763	5	-11	2	1	2	1	3	2
Wilson	530 (558)	781	772	5	9	3	2	4	2	3	2
Bancroft	923 (917)	702	714	5	-12	3	1	3	1	3	1
Muir	943 (955)	766	750	5	16	4	2	3	1	4	**3**
SLHS	1,911 (1,942)	702	698	5	4	3	2	4	4	3	2
Lincoln	23 (18)	500	438	18	62	1*	B	B.	B	B.	B

"*" means this API is calculated for a small school; therefore, the API is based on small numbers and are less reliable. = Improvement = Same = Decline

B = means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

APPENDIX B: Academic Achievement Data

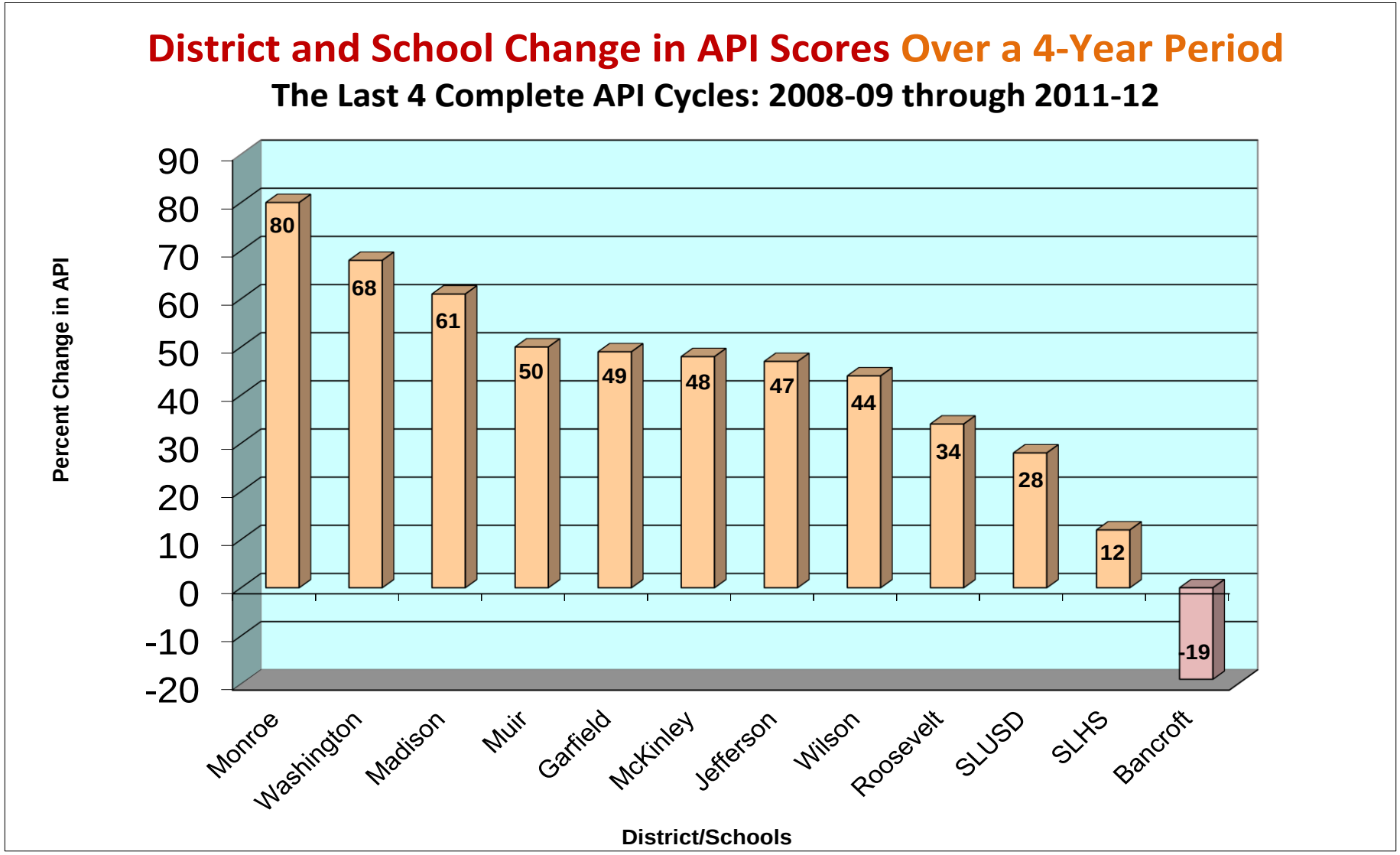
- **API Data 2012**
  - **Student Subgroup Academic Performance Index**

API by Subgroups	School-wide 6,356 (6,412)					African American 1,049 (1,037)					Asian 960 (964)					Filipino 516 (540)					Hispanic/Latino 2,871 (2,818)					Pacific Islander 79 (88)					White 704 (766)					Two or More Races 140 (149)					SED 4,059 (3,572)					EL 2,564 (2,534)					SWD 833 (829)				
	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth	2011 Base API Score	2011-12 Gowth Target	2012 API Target	2012 Growth API Score	2011-12 Growth
SLUSD	737	B	B	743	6	672	D	D	673	1	861	D	D	855	-6	801	D	D	812	11	695	D	D	703	8	665	D	D	670	5	780	D	D	793	13	814	D	D	829	15	706	D	D	712	6	704	D	D	710	6	592	D	D	596	4
Garfield	782	5	787	768	-14	704	5	709	711	7	802	A	A	751	-51	878	A	A	846	-32	754	5	759	755	1						803	A	A	784	-19	854	A	A			747	5	752	741	-6	752	5	757	748	-4	625	9	634	664	39
Jefferson	760	5	765	763	3	741	5	746	725	-16	853	A	A	799	-54	729	5	734	742	13	744	5	749	769	25						809	A	A	763	-46						737	5	742	747	10	750	5	755	777	27	676	6	682	640	-36
Madison	848	A	A	877	29	759	5	764	832	73	919	A	A	928	9	905	A	A	916	11	769	5	774	814	45						853	A	A	886	33	888	A	A	897	9	768	5	773	839	71	852	A	A	884	32	753	5	758	808	55
McKinley	784	5	789	768	-16	750	5	755	729	-21	911	A	A	831	-80	859	A	A	876	17	755	5	760	758	3						829	A	A	758	-71	908	A	A			758	5	763	754	-4	769	5	774	760	-9	628	9	637	590	-38
Monroe	799	1	800	810	11	733	5	738	768	35	881	A	A	880	-1	824	A	A	860	36	747	5	752	762	15						814	A	A	842	28						780	5	785	801	21	817	A	A	810	-7	735	5	740	682	-53
Roosevelt	822	A	A	855	33	711	5	716	724	13	925	A	A	920	-5						769	5	774	821	52						876	A	A	918	42	943	A	A	945	2	701	5	706	748	47	761	5	766	794	33	614	9	623	712	98
Washington	763	5	768	752	-11	767	5	772	744	-23				748							740	5	745	726	-14						851	A	A	849	-2						727	5	732	719	-8	729	5	734	729	0	807	A	A	736	-71
Wilson	772	5	777	781	9	744	5	749	743	-1	857	A	A	881	24	809	A	A	848	39	735	5	740	735	0						799	1	800	781	-18	821	A	A			756	5	761	767	11	760	5	765	774	14	671	6	677	628	-43
Bancroft	714	5	719	702	-12	673	6	679	646	-27	877	A	A	852	-25	768	5	773	764	-4	682	6	688	676	-6	657	7	664	634	-23	775	5	780	791	16	733	5	738	809	76	681	6	687	671	-10	635	8	643	632	-3	550	13	563	552	2
Muir	750	5	755	766	16	663	7	670	701	38	865	A	A	874	9	831	A	A	814	-17	698	5	703	724	26				649		757	5	762	772	15	785	5	790	806	21	720	5	725	734	14	707	5	712	710	3	610	10	620	606	-4
SLHS	698	5	703	702	4	642	8	650	645	3	840	A	A	831	-9	766	5	771	787	21	639	8	647	650	11	636	8	644	637	1	736	5	741	737	1	685	6	691	725	40	670	7	677	674	4	630	9	639	629	-1	476	16	492	499	23
Lincoln	438	18	456	500	18																																																			

= Not numerically significant; = Target met; = Target met but API went Down; = No Longer Numerically Significant Subgroup; ( ) = Number of student in the district in prior year;
= No Growth API Targets for LEAs; = Target not met; = New Numerically Significant Subgroup; = Targets set by CDE; follows number of students in current year

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Schoolwide 4-Year Trends in Academic Performance Index**

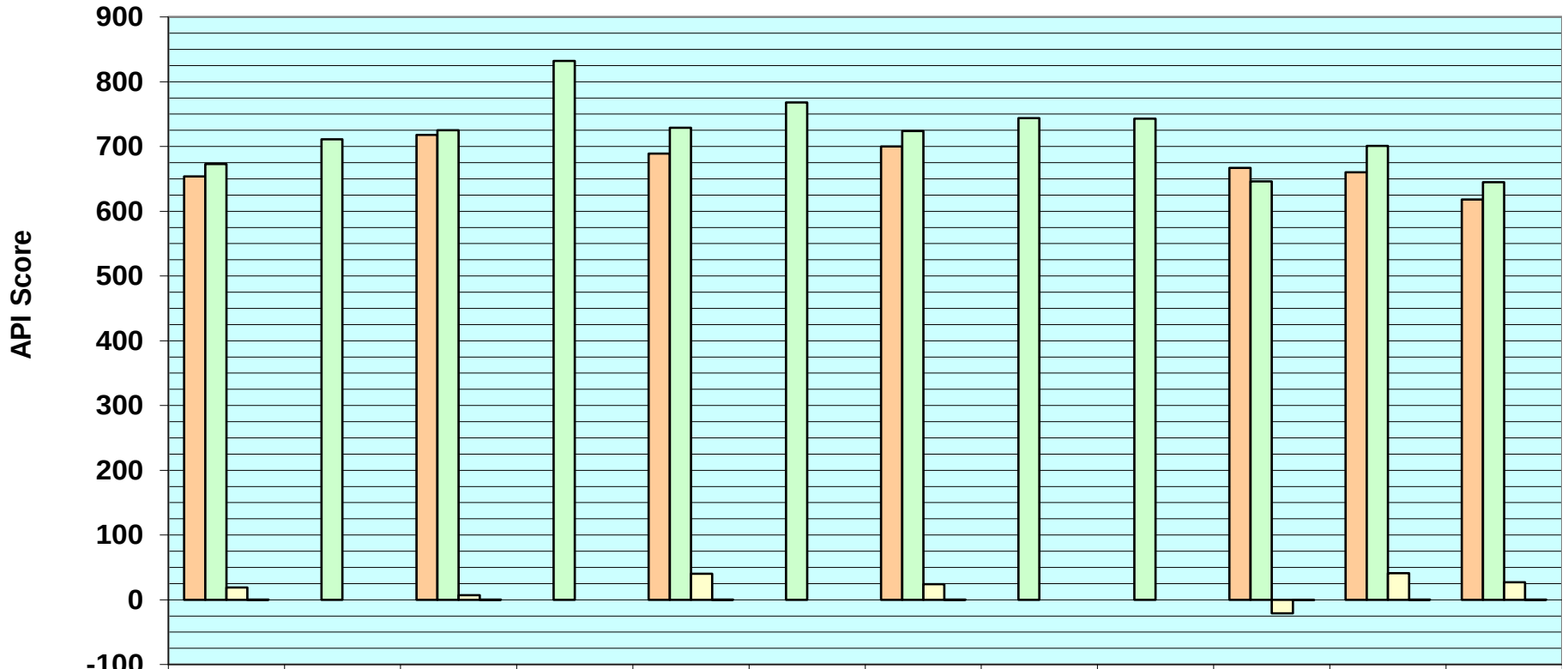


APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

African American Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
African American 2008 Base API	654		718		689		700			667	660	618
African American 2012 Growth API	673	711	725	832	729	768	724	744	743	646	701	645
API Difference	19		7		40		24			-21	41	27
% API Difference	2.91%		0.97%		5.81%		3.43%			-3.15%	6.21%	4.37%

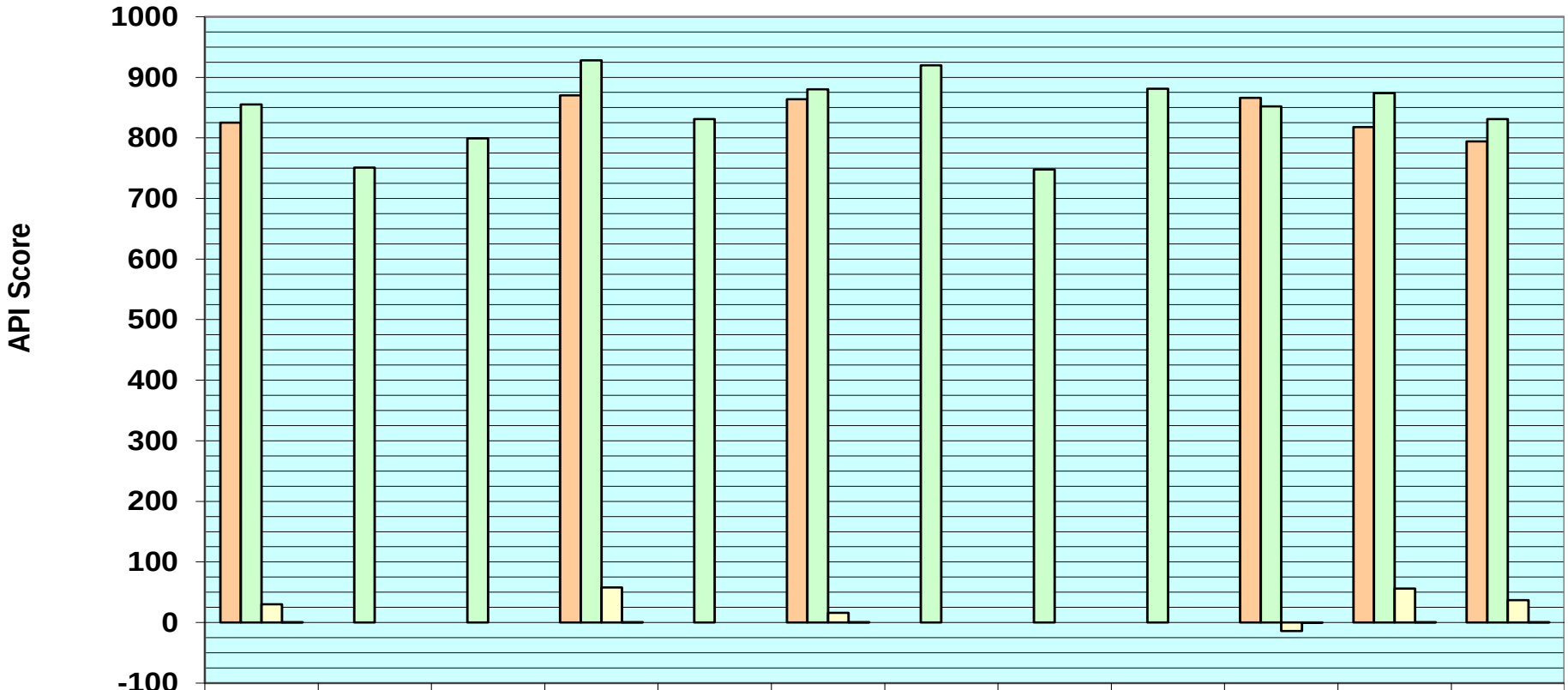
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Asian Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Asian 2008 Base API	825			870		864				866	818	794
Asian 2012 Growth API	855	751	799	928	831	880	920	748	881	852	874	831
API Difference	30			58		16				-14	56	37
% API Difference	3.64%			6.67%		1.85%				-1.62%	6.85%	4.66%

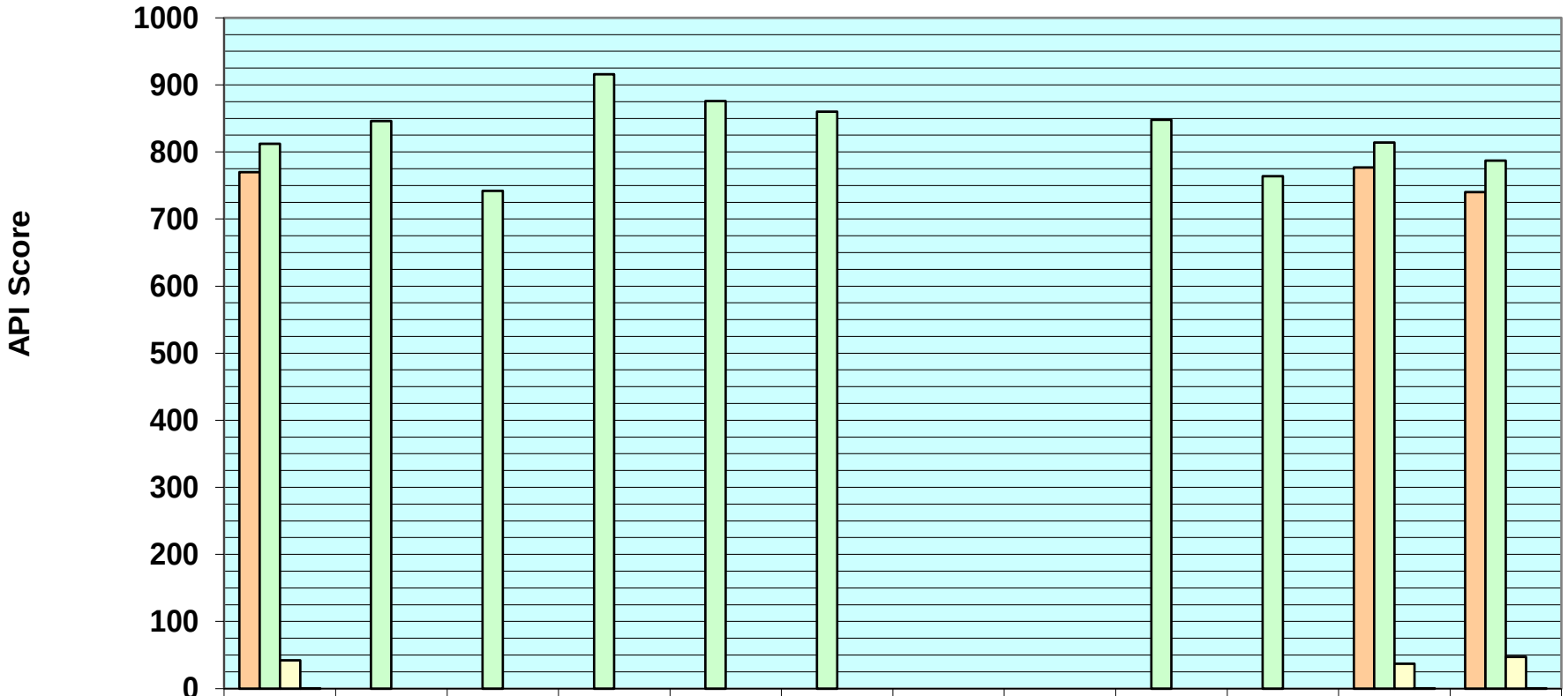
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Filipino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



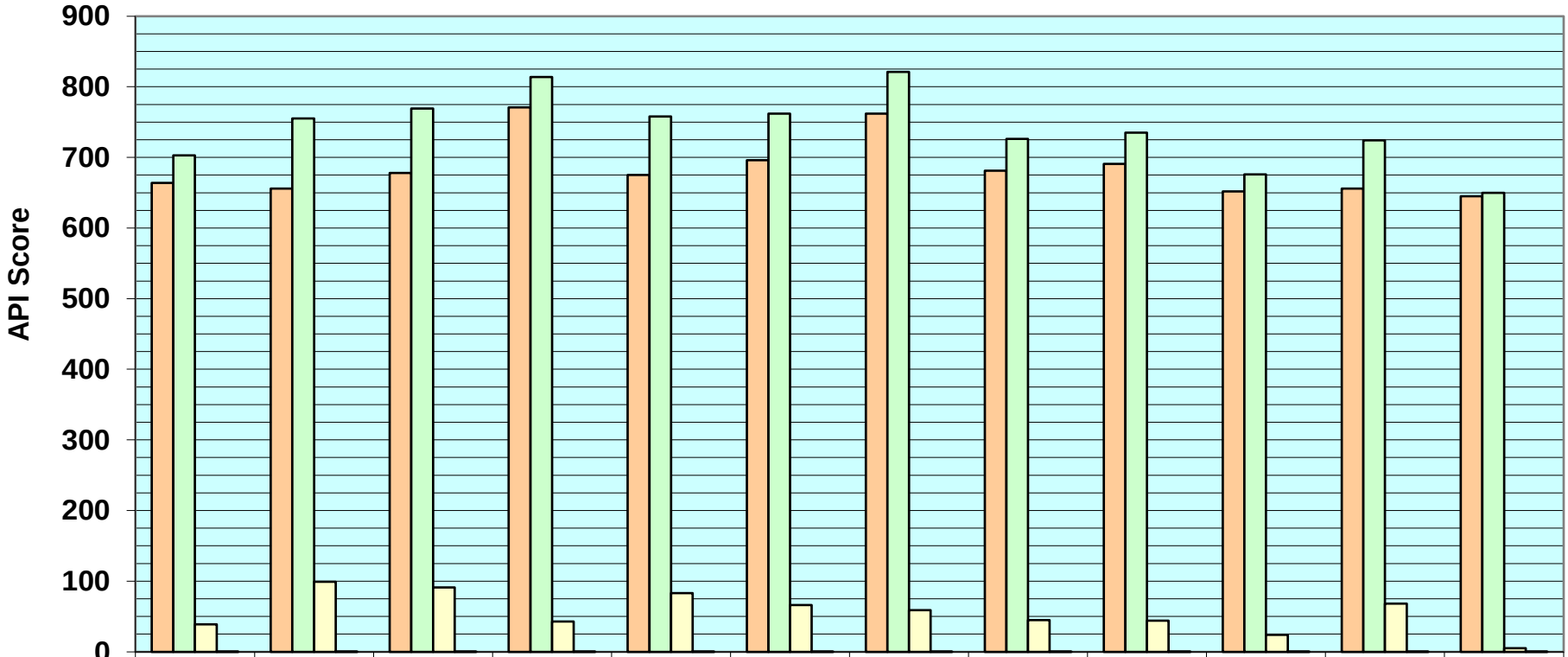
	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Filipino 2008 Base API	770										777	740
Filipino 2012 Growth API	812	846	742	916	876	860			848	764	814	787
API Difference	42										37	47
% API Difference	5.45%										4.76%	6.35%

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Hispanic/Latino Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Hispainc/Latino 2008 Base API	664	656	678	771	675	696	762	681	691	652	656	645
Hispanic/Latino 2012 Growth API	703	755	769	814	758	762	821	726	735	676	724	650
API Difference	39	99	91	43	83	66	59	45	44	24	68	5
% API Difference	5.87%	15.09%	13.42%	5.58%	12.30%	9.48%	7.74%	6.61%	6.37%	3.68%	10.37%	0.78%

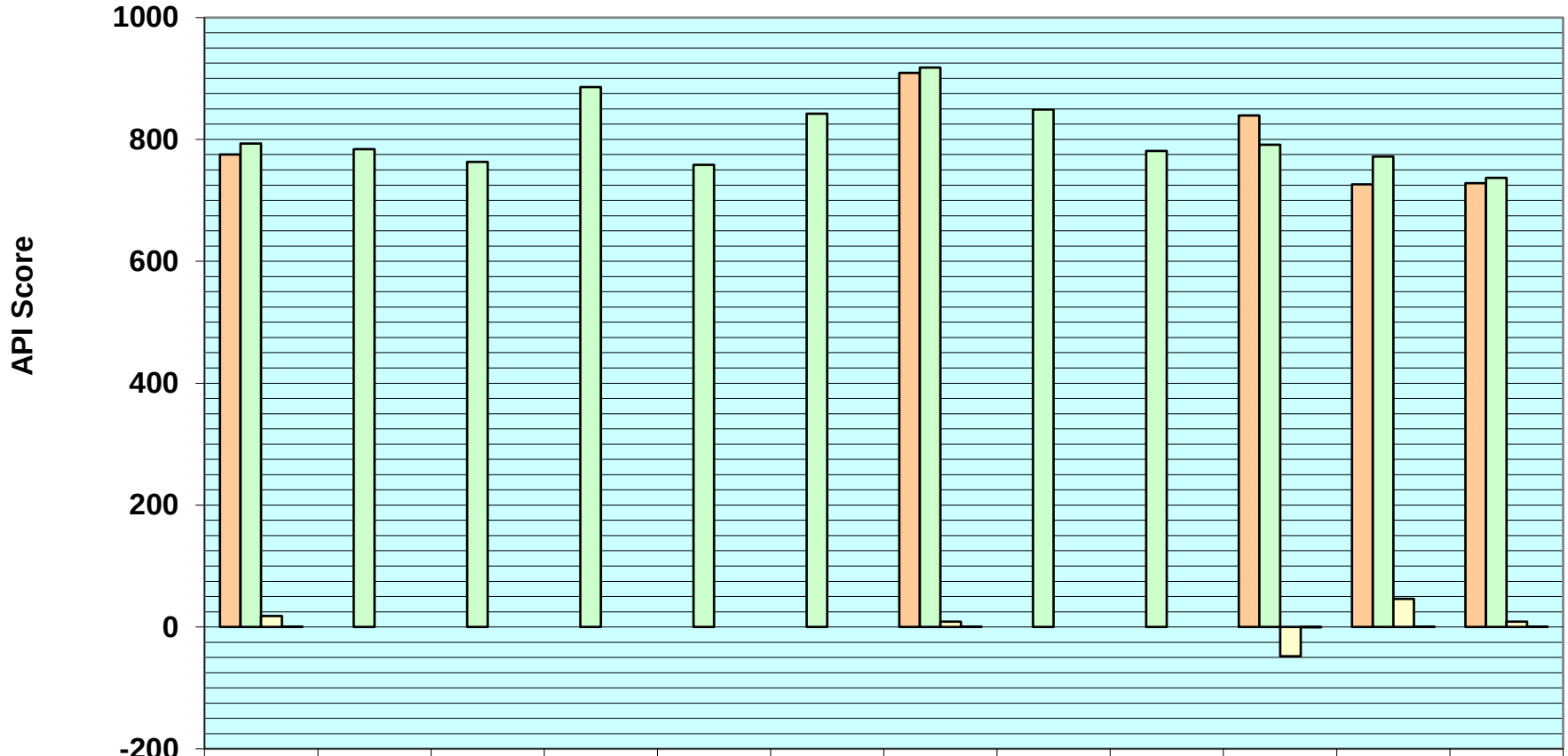
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

White Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
White 2008 Base API	775						909			839	726	728
White 2012 Growth API	793	784	763	886	758	842	918	849	781	791	772	737
API Difference	18						9			-48	46	9
% API Difference	2.32%						0.99%			-5.72%	6.34%	1.24%

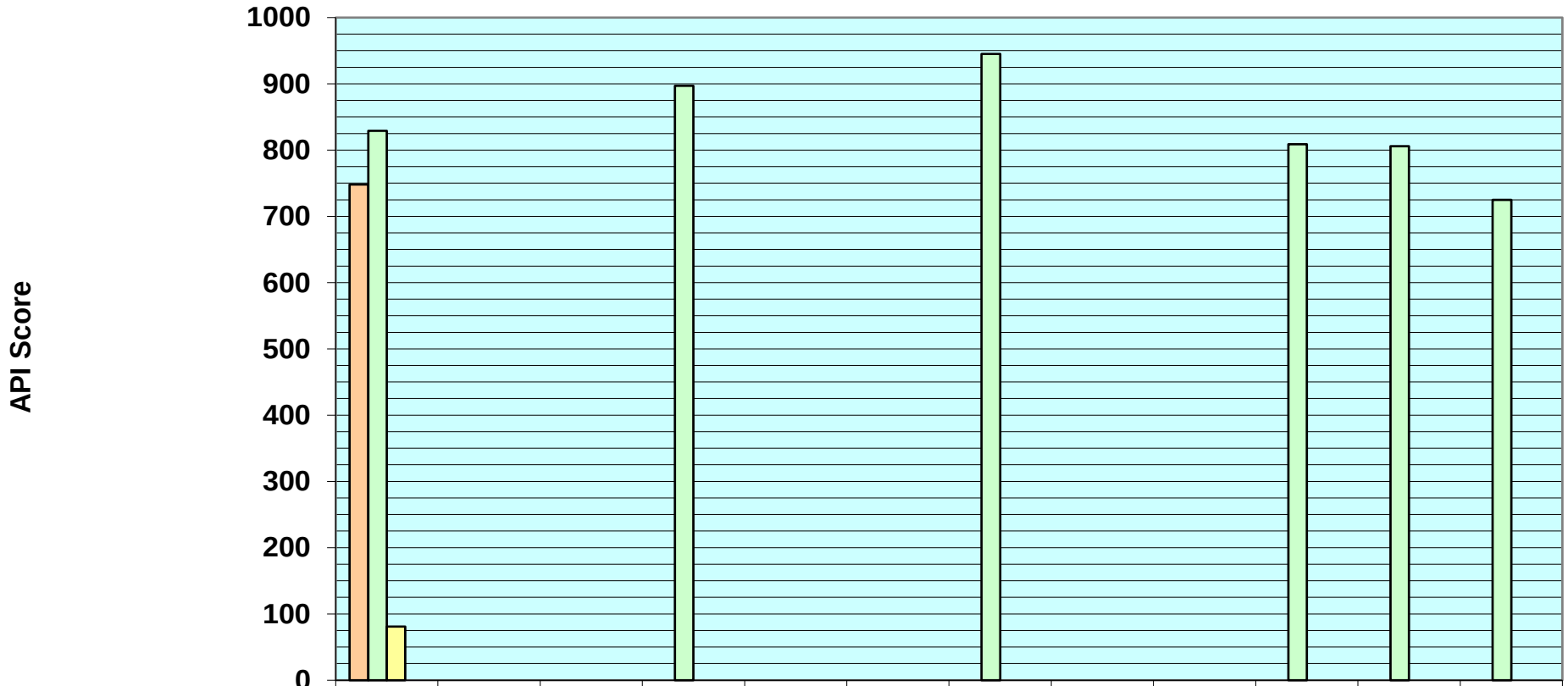
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Two or More Races Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
Two or More Races 2008 Base API	748											
Two or More Races 2012 Growth API	829			897			945			809	806	725
API Difference	81											
% API Difference	10.83%											

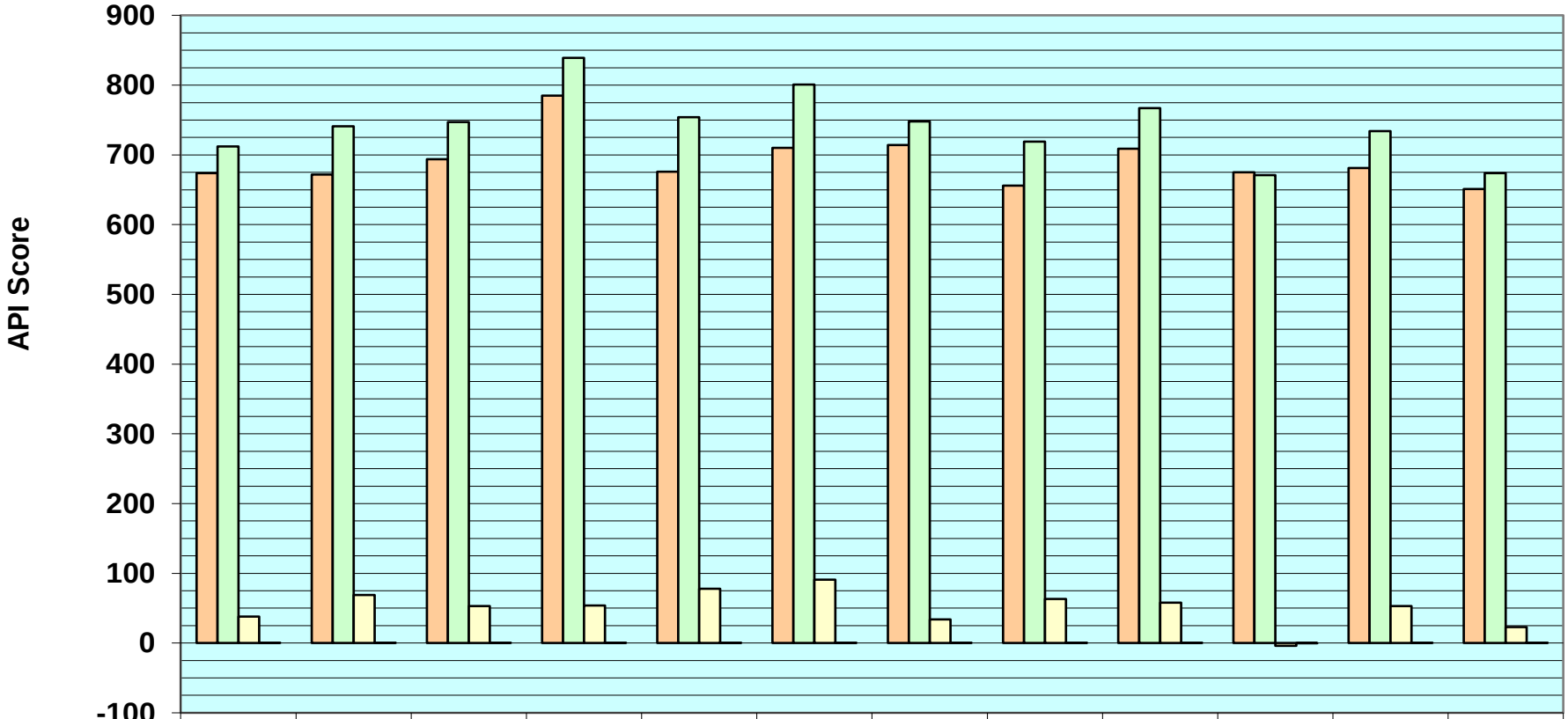
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Socio-economically Disadvantaged Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SED 2008 Base API	674	672	694	785	676	710	714	656	709	675	681	651
SED 2012 Growth API	712	741	747	839	754	801	748	719	767	671	734	674
API Difference	38	69	53	54	78	91	34	63	58	-4	53	23
% API Difference	5.64%	10.27%	7.64%	6.88%	11.54%	12.82%	4.76%	9.60%	8.18%	-0.59%	7.78%	3.53%

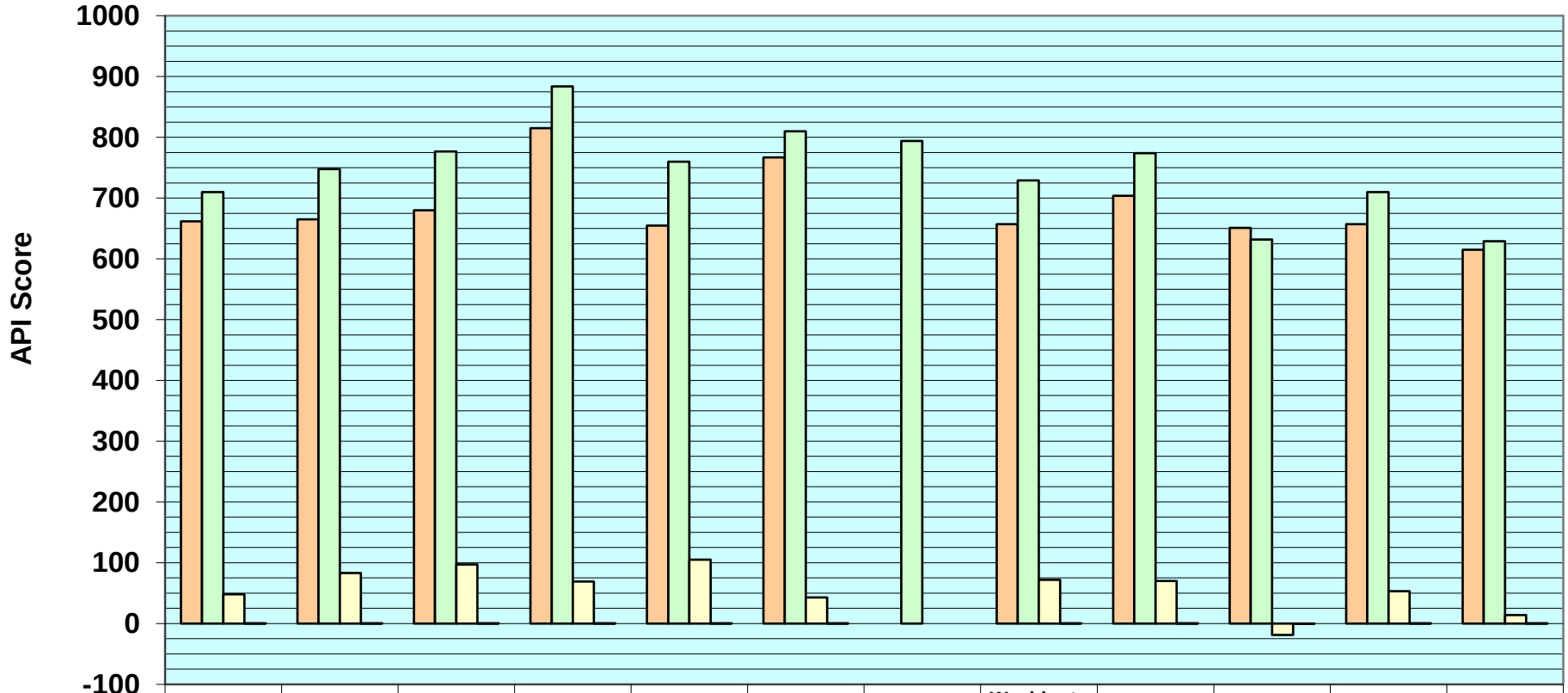
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

English Learners Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
EL 2008 Base API	662	665	680	815	655	767		657	704	651	657	615
EL 2012 Growth API	710	748	777	884	760	810	794	729	774	632	710	629
API Difference	48	83	97	69	105	43		72	70	-19	53	14
% API Difference	7.25%	12.48%	14.26%	8.47%	16.03%	5.61%		10.96%	9.94%	-2.92%	8.07%	2.28%

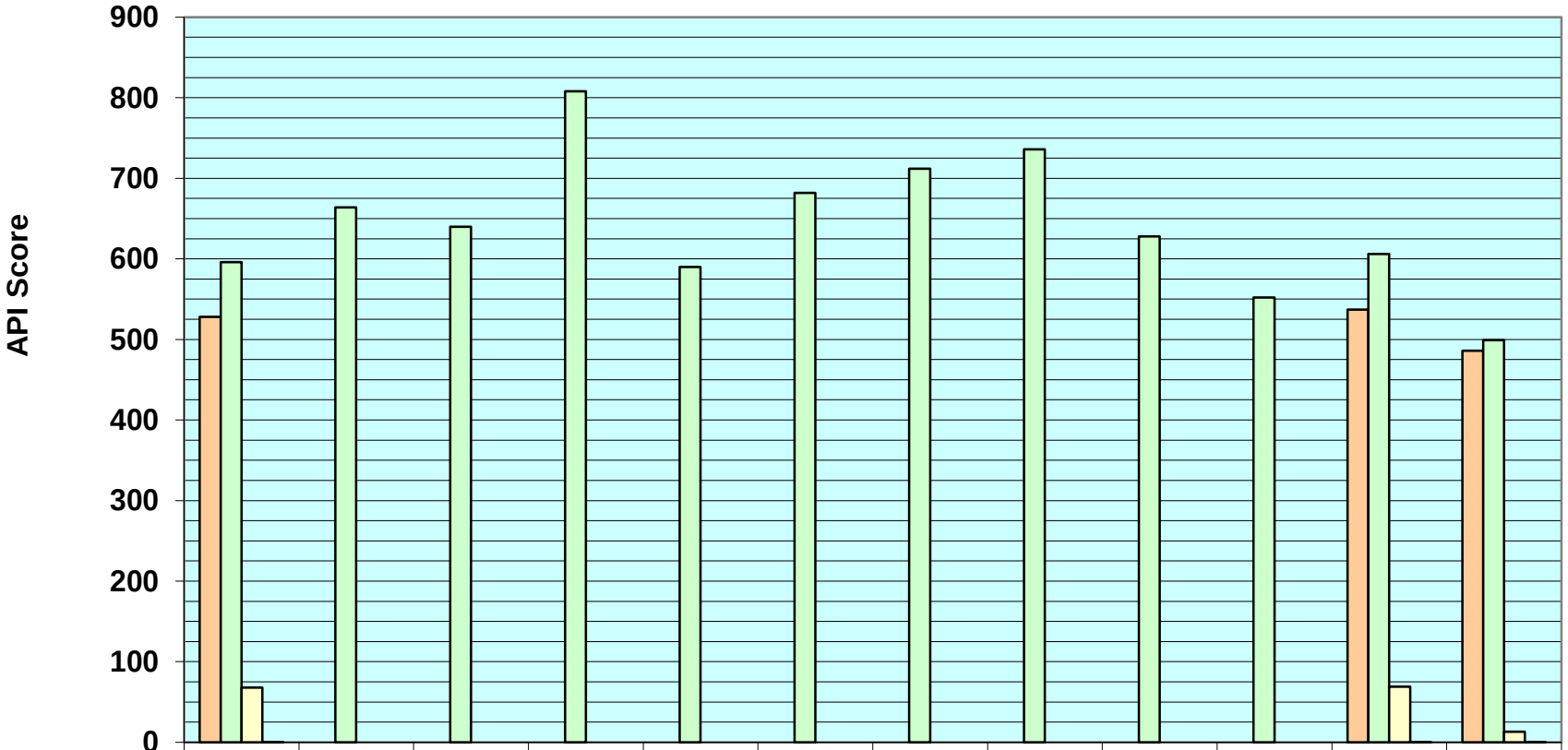
District/School

APPENDIX B: Academic Achievement Data

- **API Data 2012**
  - **Subgroup 4-Year Trends in Academic Performance Index**

Students with Disabilities Growth Subgroup API Trends by District & School Over a 4-Year Period

The Last 4 Complete API Cycles: 2008-09 through 2011-12



	SLUSD	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	SLHS
SWD 2008 Base API	528					0					537	486
SWD 2012 Growth API	596	664	640	808	590	682	712	736	628	552	606	499
API Difference	68										69	13
% API Difference	12.88%										12.85%	2.67%

District/School

APPENDIX B: Academic Achievement Data

- **AMAO Data CELDT 2013**
  - **SLUSD Annual Measurable Achievement Objective (AMAO) #1**

2012-13 AMAO 1 - Annual Growth
English Learners Making Annual Progress in Learning English

	Number of Annual CELDT Takers	Number in Cohort	Percent with Prior CELDT Scores	Number in Cohort Meeting AMAO 1	Percent Making Annual Growth (AMAO 1)	ELA Annual Growth Goal for 2012-13 AMAO 1	
						Minimum Goal	Stretch Goal
SLUSD	1,789	1,774	99.2%	1,003	56.5%	67.0%	68.0%
Garfield	131	130	99.2%	92	70.8%	72.0%	73.0%
Jefferson	211	210	99.5%	107	51.0%	73.5%	74.5%
Madison	91	91	100.0%	69	75.8%	73.0%	74.0%
McKinley	168	165	98.2%	95	57.6%	67.2%	68.2%
Monroe	98	96	98.0%	55	57.3%	70.2%	71.2%
Roosevelt	66	66	100.0%	46	69.7%	63.5%	64.5%
Washington	158	158	100.0%	71	44.9%	70.9%	71.9%
Wilson	277	273	98.6%	179	65.6%	71.7%	72.7%
Bancroft	155	153	98.7%	87	56.9%	63.2%	64.2%
Muir	131	131	100.0%	51	38.9%	68.3%	69.3%
Lincoln	17	17	100.0%	--	--	--	--
SLHS	283	282	99.6%	143	50.7%	57.5%	59.0%

2013-14 CDE AMAO Targets	59.0%
2012-13 CDE AMAO Targets	57.5%
2011-12 CDE AMAO Targets	56.0%
2010-11 CDE AMAO Targets	54.6%

01/05/2013 Chaja

APPENDIX B: Academic Achievement Data

- **AMAO Data CELDT 2013**
  - **SLUSD Annual Measurable Achievement Objective (AMAO) #2**

	2011-12 AMAO 2 - English Learners Attaining English Proficiency									
	Less than 5 years					5 Years or More				
	Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2011-12 AMAO 2 < 5 Years		Number in Cohort	Number Attain English Proficiency Level	Percent Attaining English Proficiency Level (AMAO 2)	Attaining English Proficiency Goal for 2012-13 AMAO 2 > 5 Years	
				Minimum Goal	Stretch Goal				Minimum Goal	Stretch Goal
SLUSD	1,713	451	26.3%	27.3%	28.3%	712	325	45.6%	47.0%	49.0%
Garfield	164	43	26.2%	27.2%	28.2%	12	--	--	47.0%	49.0%
Jefferson	277	88	31.8%	32.8%	33.8%	30	18	60.0%	61.0%	62.0%
Madison	137	43	31.4%	32.4%	33.4%	12	--	--	47.0%	49.0%
McKinley	195	34	17.4%	21.4%	22.4%	19	--	--	47.0%	49.0%
Monroe	132	35	26.5%	27.5%	28.5%	20	--	--	47.0%	49.0%
Roosevelt	85	22	25.9%	26.9%	27.9%	8	--	--	47.0%	49.0%
Washington	177	34	19.2%	21.4%	22.4%	24	--	--	47.0%	49.0%
Wilson	364	113	31.0%	32.0%	33.0%	42	23	54.8%	55.8%	56.8%
Bancroft	25	--	--	21.4%	22.8%	158	80	50.6%	51.6%	52.6%
Muir	37	12	32.4%	33.4%	34.4%	134	69	51.5%	52.5%	53.5%
Lincoln	0	--	--	21.4%	22.8%	24	--	--	47.0%	49.0%
SLHS	120	23	19.2%	21.4%	22.4%	229	76	33.2%	47.0%	49.0%
2013-14 CDE AMAO Targets			22.8%					49.0%		
2012-13 CDE AMAO Targets			21.4%					47.0%		
2011-12 CDE AMAO Targets			20.1%					45.1%		
2010-11 CDE AMAO Targets			18.7%					43.2%		

No data are reported if there are less than 30 in the cohort.

10/11/2012 Chaja

APPENDIX B: Non-Academic Data

- **School-wide 2011-12 Healthy Kids Survey: Protective Factors (Developmental Supports)**
  - **ROOSEVELT Elementary Summary of Resilience – promoting Protective Factors, School Connectedness, and Internal Strengths (High, Moderate, and Low Scale Scores)**

Percent of students scoring High (H), Moderate (M), and Low (L) (%)	Grade 5		
	H	M	L
Protective Factors (Developmental Supports)			
School Environment	42	58	0
Caring Relationships: Adults in School	51	49	0
High Expectations: Adults in School	55	44	1
Meaningful Participation	9	83	8
Home Environment	86	14	0
Caring Relationships: Adults in Home	78	22	0
High Expectations: Adults in Home	96	4	0
Meaningful Participation	10	86	4
Peer Environment			
High Expectations: Pro-social peers	52	45	3
School Connectedness	67	33	0
Internal Strengths			
Empathy	45	51	4
Problem Solving	43	55	3
Goals and Aspirations	79	21	0

APPENDIX B: Non-Academic Data

- **2011-12 & 2012-13 Average Attendance Data**

Monthly Attendance Summary 2011-2012												
School	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Year Average
Garfield	98.12%	97.00%	96.84%	96.56%	95.45%	94.82%	95.39%	96.56%	96.96%	97.22%	95.90%	96.44%
Jefferson	99.78%	97.84%	96.86%	97.31%	96.38%	95.51%	96.50%	95.39%	97.35%	97.18%	97.18%	97.03%
Madison	97.90%	97.92%	98.01%	97.33%	95.88%	96.60%	95.08%	96.46%	96.75%	97.12%	96.11%	96.83%
McKinley	97.07%	97.11%	96.56%	96.69%	95.62%	94.95%	94.66%	96.73%	96.65%	96.92%	95.27%	96.20%
Monroe	98.19%	97.75%	97.96%	97.56%	95.63%	95.98%	95.04%	96.89%	97.73%	97.14%	97.24%	97.01%
Roosevelt	98.96%	97.72%	97.21%	96.65%	96.01%	95.32%	95.54%	95.77%	95.72%	96.88%	96.29%	96.06%
Washington	97.69%	96.67%	96.95%	96.33%	94.79%	95.31%	95.65%	94.75%	95.66%	96.79%	96.03%	96.20%
Wilson	97.72%	96.35%	97.33%	96.85%	95.42%	95.22%	96.17%	95.35%	95.91%	95.93%	95.95%	95.87%
Bancroft	98.05%	97.54%	96.54%	96.53%	95.83%	95.06%	95.00%	95.00%	95.27%	95.59%	94.20%	96.86%
Muir	98.40%	97.67%	97.34%	97.11%	96.34%	95.76%	96.39%	96.70%	96.27%	97.22%	96.29%	95.34%
SLHS	97.77%	96.67%	95.87%	95.67%	94.32%	94.83%	95.09%	94.54%	94.15%	94.94%	94.90%	96.38%
SLUSD Average	98.15%	97.29%	97.04%	96.78%	95.61%	95.40%	95.50%	95.83%	96.22%	96.63%	95.94%	96.40%

Monthly Attendance Summary 2012-13												
School / Enrollment	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	YTD Average
Garfield (423)	96.17%	97.80%	97.28%	96.56%	95.88%	94.91%	95.49%	95.81%				96.24%
Jefferson (623)	99.11%	97.91%	96.62%	96.52%	94.68%	94.66%	95.59%	95.71%				96.35%
Madison (417)	97.82%	98.08%	97.63%	97.81%	96.99%	97.43%	96.53%	97.24%				97.44%
McKinley (455)	96.85%	97.50%	97.31%	96.31%	96.13%	95.68%	94.84%	96.08%				96.34%
Monroe (357)	96.50%	97.89%	98.02%	96.98%	96.77%	96.20%	95.44%	95.01%				96.60%
Roosevelt (527)	95.38%	97.27%	97.32%	96.86%	95.96%	96.19%	95.48%	96.02%				96.31%
Washington (434)	96.56%	97.10%	96.91%	96.54%	95.75%	95.33%	94.50%	94.65%				95.92%
Wilson (807)	97.47%	97.11%	96.95%	96.08%	96.22%	94.96%	95.34%	95.48%				96.20%
Bancroft (961)	98.68%	97.82%	97.06%	96.47%	95.85%	95.56%	95.20%	95.46%				96.51%
Muir (976)	98.63%	97.82%	97.67%	96.97%	96.87%	96.48%	96.52%	96.51%				97.18%
SLHS (2567)	97.21%	97.02%	96.21%	95.57%	95.02%	95.05%	94.27%	94.95%				95.66%
Lincoln (117)	n/a	87.54%	87.05%	81.00%	86.00%	85.95%	86.90%	82.90%				85.33%
SLUSD Average	97.31%	96.74%	97.18%	95.31%	95.18%	94.87%	94.68%	94.65%				95.74%

APPENDIX B: Non-Academic Data

- 2011-12 Total Suspensions Data by Race/Ethnicity
- 2012-13 Year-to-Date Total Suspensions Data by Race/Ethnicity (through March)

SLUSD Total Suspensions for 2011-12: August 2011 through June 2012														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	0	0	0	1	1	0	0	3	52	15	34	28	0	N/A
Asian	0	0	2	1	3	0	0	3	1	5	10	34	0	N/A
Pacific Islander	0	0	0	0	0	0	0	0	5	8	8	18	0	N/A
Filipino	0	0	1	0	1	0	0	1	1	3	3	25	0	N/A
Hispanic / Latino	1	0	0	7	0	8	10	39	18	48	99	228	12	N/A
African American	2	4	0	11	8	12	9	8	110	80	111	192	14	N/A
White	3	1	1	1	1	5	5	8	34	31	38	61	1	N/A
Other	0	0	0	0	0	0	0	0	1	4	2	24	0	N/A
SLUSD Total	6	5	4	21	14	25	24	62	222	194	305	610	27	N/A

SLUSD YTD Suspensions for 2012-13: August 2012 through March 2013														
Race/Ethnicity	Garfield	Jefferson	Madison	McKinley	Monroe	Roosevelt	Washington	Wilson	Bancroft	Muir	FTK	SLHS	Lincoln	ACE
Native American	1	0	0	0	0	0	0	0	31	4	4	25	0	0
Asian	0	2	3.5	0	0	0	0	3	2	5	1	17	1	0
Pacific Islander	0	0	0	0	0	0	0	0	5	2	2	9	0	0
Filipino	0	0	1	0	1	0	0	0	2	5	2	11	0	0
Hispanic / Latino	1	3	2	0	0	2	1	20	3	35	21	130	1	3
African American	5	6	1.5	2	0	2	5	10	95	35	67	125	3	2
White	1	6	1	2	1	1	6	1	18	22	20	25	1	3
Other	0	0	0	0	0	0	0	0	0	11	2	58	0	0
SLUSD Total	8	17	9	4	2	5	12	34	156	119	119	400	6	8

Appendix C: STUDENT ACADEMIC LEARNING GOALS

- **ROOSEVELT Elementary Worksheet**

Roosevelt Elementary Worksheet for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

			2012 AYP Results							2013 NCLB AYP Targets				2013 Safe Harbor Targets			
Roosevelt Elementary Subgroups	**Criteria**	**Subject**	Is Subgroup **Numerically Significant** in 2012 AYP?	Students in 2012 **Subgroup**	**Percent** of Students at **Proficient or Advance in 2012**	Met 2012 AYP Target?	2012 # of Students at Proficient or Advance	# of Students Needed to Meet Target (2011-12)	Surpassed 2012 AYP Proficiency Target by the # of Students Indicated Below	# of Students Needed at Proficient or Advanced to Make 2013 AYP Target Based on Current Subgroup Population	**Additional Students Needed** at Proficient or Advance to Meet 2013 AYP	**Additional Percent of Students Needed** to Meet 2013 AYP Proficiency Target	**2013 AYP Target**	**Number of Students not at Proficiency** 2012	**Additional Students Needed** to Make 2013 **Safe Harbor Target**	**Additional Percent of Students Needed** to Move to Proficiency to Qualify for 2013 **Safe Habor**	**Total Percent of Students Needed** at Proficiency to Qualify for 2013 **Safe Habor** Based on 2012 STAR Demographics
School-wide	% Proficient	ELA	N/A	365	71.2%	Yes	260	286	-26	326	66	18.0%	89.2%	105	11	2.9%	74.1%
		Math		365	66.0%	Yes	241	288	-47	327	86	23.5%	89.5%	124	12	3.4%	69.4%
African American	% Proficient	ELA	Yes	62	50.0%	Yes	31	49	-18	55	24	39.2%	89.2%	31	3	5.0%	55.0%
		Math		62	35.5%	Yes	22	49	-27	55	33	54.0%	89.5%	40	4	6.5%	42.0%
Asian	% Proficient	ELA	No	41	82.9%	--	34	32	2	37	3	6.3%	89.2%	7	1	1.7%	84.6%
		Math		41	92.7%	--	38	32	6	37	-1	-3.2%	89.5%	3	0	0.7%	93.4%
Hispanic / Latino	% Proficient	ELA	Yes	115	60.0%	Yes	69	90	-21	103	34	29.2%	89.2%	46	5	4.0%	64.0%
		Math		115	57.4%	Yes	66	91	-25	103	37	32.1%	89.5%	49	5	4.3%	61.7%
White	% Proficient	ELA	Yes	123	86.2%	Yes	106	96	10	110	4	3.0%	89.2%	17	2	1.4%	87.6%
		Math		123	76.4%	Yes	94	97	-3	110	16	13.1%	89.5%	29	3	2.4%	78.8%
Two or More Races	% Proficient	ELA	No	13	84.6%	--	11	10	1	12	1	4.6%	89.2%	2	0	1.5%	86.1%
		Math		13	92.3%	--	12	10	2	12	0	-2.8%	89.5%	1	0	0.8%	93.1%
Socio-economically Disadvantaged	% Proficient	ELA	Yes	126	52.4%	Yes	66	99	-33	112	46	36.8%	89.2%	60	6	4.8%	57.2%
		Math		126	45.2%	Yes	57	100	-43	113	56	44.3%	89.5%	69	7	5.5%	50.7%
English Learners	% Proficient	ELA	Yes	78	57.7%	Yes	45	61	-16	70	25	31.5%	89.2%	33	3	4.2%	61.9%
		Math		78	55.1%	Yes	43	62	-19	70	27	34.4%	89.5%	35	4	4.5%	59.6%
Students with Disabilitites	% Proficient	ELA	No	30	46.7%	--	14	24	-10	27	13	42.5%	89.2%	16	2	5.3%	52.0%
		Math		30	40.0%	--	12	24	-12	27	15	49.5%	89.5%	18	2	6.0%	46.0%

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2012 AYP Targets: ELA = 78.4% Math = 79.0%

2013 AYP Targets: ELA = 89.2% Math = 89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= Not Numerically Significant

Appendix C: STUDENT ACADEMIC LEARNING GOALS

- **ROOSEVELT Elementary 2013 Safe Harbor Goals**

Roosevelt Elementary for 2013 NCLB AYP Targets and 2013 Safe Harbor Targets

				2012 AYP NCLB Results				2013 AYP NCLB Targets			2013 AYP Safe Harbor Targets	
Roosevelt Elementary Subgroups	**Criteria**	**Subject**		Is Subgroup **Numerically Significant** in 2012 AYP?	Students in 2012 **Subgroup**	**Percent** of Students at **Proficient or Advance in 2012**		**Additional Percent of Students Needed** to Meet 2013 AYP Proficiency Target	**2013 AYP Target**		**Additional Percent of Students Needed** to Move to Proficiency to Qualify for 2013 **Safe Habor**	**Total Percent of Students Needed** at Proficiency to Qualify for 2013 **Safe Habor** Based on 2012 STAR Demographics
School-wide	% Proficient	ELA		N/A	365	71.2%		18.0%	89.2%		2.9%	74.1%
		Math			365	66.0%		23.5%	89.5%		3.4%	69.4%
African American	% Proficient	ELA		Yes	62	50.0%		39.2%	89.2%		5.0%	55.0%
		Math			62	35.5%		54.0%	89.5%		6.5%	42.0%
Asian	% Proficient	ELA		No	41	82.9%		6.3%	89.2%		1.7%	84.6%
		Math			41	92.7%		-3.2%	89.5%		0.7%	93.4%
Hispanic / Latino	% Proficient	ELA		Yes	115	60.0%		29.2%	89.2%		4.0%	64.0%
		Math			115	57.4%		32.1%	89.5%		4.3%	61.7%
White	% Proficient	ELA		Yes	123	86.2%		3.0%	89.2%		1.4%	87.6%
		Math			123	76.4%		13.1%	89.5%		2.4%	78.8%
Two or More Races	% Proficient	ELA		No	13	84.6%		4.6%	89.2%		1.5%	86.1%
		Math			13	92.3%		-2.8%	89.5%		0.8%	93.1%
Socio-economically Disadvantaged	% Proficient	ELA		Yes	126	52.4%		36.8%	89.2%		4.8%	57.2%
		Math			126	45.2%		44.3%	89.5%		5.5%	50.7%
English Learners	% Proficient	ELA		Yes	78	57.7%		31.5%	89.2%		4.2%	61.9%
		Math			78	55.1%		34.4%	89.5%		4.5%	59.6%
Students with Disabilitites	% Proficient	ELA		No	30	46.7%		42.5%	89.2%		5.3%	52.0%
		Math			30	40.0%		49.5%	89.5%		6.0%	46.0%

2012 AYP Targets: ELA = 78.4% Math = 79.0%

2013 AYP Targets: ELA = 89.2% Math = 89.5%

= Target Met or Surpassed
= Target Not Met
= Safe Harbor
= Not Numerically Significant

11-Oct-12 Chaja

APPENDIX D: Other Data, Charts, etc.