The Single Plan for Student Achievement

School: Roosevelt Elementary School

CDS Code: 01-61291-6002448

District: San Leandro Unified School District

Principal: Dr. Soraya Sablo-Sutton

Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

San Leandro Unified School District's Vision and Mission Statements
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 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.

Roosevelt Elementary School's Vision and Mission Statements
Roosevelt's mission is to provide a safe environment where high expectations, common core 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 each child, courageous conversations around race, partnerships with our families and communities, 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 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 Common Core standards-based instruction, proven interventions, and rich and diverse opportunities for enrichment and challenge
Instructed using Common Core State Standards aligned materials
Given every opportunity to thrive as learners

School Profile

Roosevelt School community is committed to meeting the academic, developmental, emotional, and social needs of its diverse student population. During the 2014-15 school year, Roosevelt student demographics reflected the surrounding diversity of the San Leandro community. Our student population includes: African American (13%), Latino/Hispanic (33%), Asian (9.8%), Pacific Islander (1.2%), Filipino (3.6%), White (30%), Two or more races (8.7%). At the start of the 2014-15, 90 students were classified as English Learners.

We have a very special community of teachers 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. We have an incredibly active parent community. 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 and TK teachers meet with parents prior to the start of the school year to welcome new families to our school.
- First grade teachers meet with with every family in goal setting conferences at the beginning of the year to help ease the transition from Kindergarten to First grade.

- Staff communicates regularly with families through newsletters, phone calls, emails, auto-text programs,in-person meetings, and some staff members use a teacher webpage.
- Parent volunteers are encouraged to work in classrooms around the school.
- Parents and community members are teachers in our after-school enrichment programs (ACE Club, Spanish Club, Math & Science Challenge, Chess)
- PTA and Dads Clubs provide funding for field trips, Outdoor Education, special assemblies, instructional materials, training and conferences, professional development, and school projects.
- Our school hosts "Special Persons' Day" in the fall. On this day, students invite a special person in their life (grandparent, neighbor, parent, friend), to come to school and share a short presentation.
- Monthly Coffee & Conversation with the Principal provides and open format to receive information and ask pertinent questions on an ongoing basis.
- Teachers, parents, and site administrator form the governing body of the School Site Council which meets monthly to make important school and budgetary decisions.
- Parent education classes are offered each year to provide parents with important information on becoming a partner in their child's education, supporting socio-emotional development, and effective parent-child communication.
- Ongoing formal and informal assessments are used throughout the year to inform students and families of individual student progress.
- The COST (Coordination of Services Team) meets monthly to review counseling and academic referrals. This team acts as a first line of defense, ensuring that students get access to all of the services they need.
- Student Study Teams (SSTs) meet regularly to analyze student issues, needs, and concerns, both academic and emotional.
- English Language Learners are assessed using the CELDT and receive instruction daily at their language proficiency level.
- Teachers are practicing the use of the new Common Core State Standards and incorporating 21st Century Learning Skills into their daily instruction.
- The school will provide quality tiered intervention during the school day for all students who qualify.
- Homework club is offered after-school in most 4th and 5th grade classrooms.
- Monthly All School Assemblies are held to highlight student achievement, both academically and behaviorally.
- Partnerships with Safe Routes to Schools and CAP (Child Abuse Prevention Center) promote healthy practices and student safety
- Excellent music, art, and physical education instruction are provided for all 1st through 5th grade students by subject area specialists.
- Parent Advisory Committees (Voces Unidas and AAPAG) meet and advise leadership and School Site Council on a regular basis.
- Teachers meet weekly in their PLCs to analyze student data, student learning, and teacher practice to ensure year to year growth.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2014 -15 school year, we conducted Parent and Staff surveys to assess levels of implementation, satisfaction and concerns, as well as suggestions for improvement. Survey data was used to make budgetary decisions and guide school-wide goals. 82 families completed the parent survey. 19 staff members competed the staff survey.

The following are major trends from the staff survey:
Student Achievement, Access, and Equity

- The majority of teachers shared that they have lost some interest in the Mills Scholars Program. Teachers enjoy the discussions, reading scholarly articles, and watching educational videos, but that the data collection became tiresome. 47% of staff said they were not planning on participating next year.
- The staff values Grade Level Collaboration days (want 3-4 days per year).
- The K team finds the IA (Para Educator) position invaluable. The other grade levels don't benefit from this position. The first grade team expressed interest in re-evaluating the IA's role in their classrooms.

- 50% of teachers report that they are implementing CCSS
- Regarding Common Core, everyone wanted more time, but for different things. Teachers reported needing additional time to: study and try out the standards, as well as time to collaborate with others around the standards.
- Many teachers want more grade-level planning time for PBL projects.
- Peer Observations/participation was rated as highly valuable
- Teachers want money to be spent on grade level collaboration days, school supplies, and technology.

Technology
The staff conveyed that they really find the Computer Tech Support position to be helpful to their technology integration efforts.
The staff is incorporating more technology into their classrooms. Most staff members want more Chromebooks.
About half of the staff reports that they are very comfortable with technology, and about the same fraction are using technology 4 or 5 times a week.
Teachers want more technology training

Community and Public Relations
- Community building is somewhat effective (however reaches only certain families)
- School wide community builders (Hornet Hustle, All School Assemblies, etc.) were rated as effective

School Safety, Health, and Wellness
- Staff is familiar with COST and are satisfied with services provided
- Further revising of the SST paperwork and procedures needed
- Overall, PBIS roll out was well-received. Teachers are finding the Caught B-ing Good tickets helpful in creating a positive school climate.
- Continue with Harvest of the Month and free breakfast.
- The COST paperwork and process for counseling worked smoothly.

Facilities
- Mixed feelings on the Open Campus. More patrol of the campus over the weekend. People really like the playground.

The following are trends form the parent survey:
- 90% of respondents reported that technology was either important, very important or extremely important to their child's education.
- Most parents reported that their children feel safe at school.
- Several were concerned about the open campus, lack of gates, possible bullying at school, and traffic at pick up/drop off time.
- Families felt that the facilities were relatively clean and they liked the play structures.
- 82% of families said they were satisfied or extremely satisfied with their child's experience at Roosevelt.

Open Ended Parent Survey Responses:
- 7/82 respondents felt there was too much technology being used in the classroom.
- 5/82 parents responded that they "Love Roosevelt!"
- Several families responded that they would like curriculum to be more challenging, they would like to do away with looping, have smaller class sizes, and have more differentiation in the classrooms

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations at the start of the school year revealed that teachers were using technology with students an average of 22% of the time over a two week period. Observations were conducted across all classroom spaces, at differing times of the day. Almost every classroom received at least one visit per day.

By the spring semester, teacher technology use became far more frequent. Although a similar sample was not taken for comparison data, 66.7% of teachers self-reported that their technology use "increased greatly" since the fall. 78.9% of teachers said that they use technology 4 - 5 times per week with their students.

From observations of instruction, I noticed that most often chrome-books were used for whole class direct instruction. Breaking up this paradigm might offer teachers the opportunity to differentiate and provide more individualized attention to students throughout the school day. Adopting a blended learning format will be helpful to create structures for small group instruction and rotation using the chrome books.

Many teachers have begun implementing common core standards and several are trying out new CCSS aligned curricula like Engage New York. The implementation of Engage NY is more prevalent at the primary grades.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Not Meeting Performance Goals:
According to STAR Renaissance test data, both ELA and Math scores increased from beginning of the school year to the middle of year assessment. Math scores were higher overall than reading. Reading scores increased from 53% proficient in the fall to 60% proficient in the Winter. Math scores increased from 54% proficient in the fall to 66% proficient in the Winter.
Although math appears to be a relative strength for students at Roosevelt, both math and reading scores were below 70% proficient.

In both reading and math, our Asian and White students are performing much higher than our African-American and Latino-Hispanic students.

- Latino/Hispanic students were stronger in math than in reading.
- African-Americans are lower than Latino/Hispanic students in math.

Teachers identify writing as an area of growth for our school as we transition to new standards and move away from a scripted curriculum that itself had a weak writing component. Several teachers have expressed a desire to pilot the Lucy Caulkins Writer's Workshop, or a similar program.

Meeting Performance Goals:
This year, the 4th and 5th grade team used Renaissance data to adapt their Reading Academy program design to further target instruction. They had students work on Read Naturally software for 2 days/ week and receive direct instruction with their regular classroom teacher for 2 days to build accountability and focus on reading comprehension and fluency.

As a result of this change, more students are exiting reading academy. For next year we will begin tracking how long (# of years/months) students spend in reading academy- and what % of kids graduate out.

Description of Barriers and Related School Goals

There are several barriers related to our school goals.

Varying levels of teacher competency regarding blended learning.
Our teachers need additional professional development to increase their skill level and to plan for integration of technology as a tool that allows for small group instruction, differentiated learning, and strategic student-teacher face time. Currently, most teachers are beginning to use technology on a regular basis, however much of this use is in the format of whole class, direct instruction. Now we must look critically at our practices to ensure that we are using the most high leverage programs (Compass, Discovery Education, Newslea, Scholastic, Spelling City, RAZ Kids, etc), and measure results of that program use.

Need for Math Intervention Program
Although we have a structured Reading Intervention program built into the regular school day, there is not a similar math intervention designed to remediate skill gaps. Several teachers host homework clubs after-school designed to target students who need additional support, however we need a structured program that is funded and monitored to capture students who are falling behind in math, especially given the new demands of Common Core Standards.

Need for robust use of Standards Aligned CCSS materials
Several grade levels have begun to implement a variety of supplemental CCSS-aligned curricula with great success. However, the amount of paper it requires to copy student and teacher materials is cost and time prohibitive. We need to better resource and access ELA and Math CCSS materials so that teachers can spend their time planning instruction rather than making copies..

Persistent Racial Opportunity Gap
Our African American and Latino students continue to perform far below their Asian and White counterparts. As a school, we need to critically analyze deficit model thinking, engagement strategies, and use of culturally responsive pedagogy and intervention to ensure that these historically underrepresented populations have equitable outcomes.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	365	329		123	102		62	54		41	40	
Growth API	855	847		918	916		724	728		920	880	
Base API	822	854		876	917		711	724		925	921	
Target	A	A		A	A		5	5				
Growth	33	-7		42	-1		13	4				
Met Target	Yes	Yes		Yes	Yes		Yes	No				

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	115	100		78	77		126	118		30	35	
Growth API	821	813		794	790		748	756		712	726	
Base API	769	818		761	792		701	745		614	715	
Target	5	A		5	5		5	5				
Growth	52	-5		33	-2		47	11				
Met Target	Yes	Yes		Yes	No		Yes	Yes				

Conclusions based on this data:

1. English Learners and African American students were the only groups who did not meet growth targets in 2013.
2. Almost a 200 point difference exists between African American students and their white peers.
3. Double digit growth in 2012 was not matched in 2013. In fact, the school as a whole experienced an overall decline in API by 7 points; Whites, Hispanics, & EL's also declined in API score.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	260	208		106	79		31	22		34	28	
Percent At or Above Proficient	71.2	63.2		86.2	77.5		50.0	40.7		82.9	70.0	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	100		100	100	
Number At or Above Proficient	69	57		45	38		66	51		14	15	
Percent At or Above Proficient	60.0	57.0		57.7	49.4		52.4	43.2		46.7	42.9	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Conclusions based on this data:

1. No subgroups met AYP criteria in 2013.
2. School-wide 8% decrease in percent proficient.
3. All Subgroups experienced decrease. Asians dropped the most. Whites (-8.7%); Af Am (-9.3%); Asian (-12.9%); Hispanic (-3%); EL's (-8.3%); SED (-9.2%); SWD (-3.8%)

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	241	223		94	82		22	21		38	34	
Percent At or Above Proficient	66.0	67.8		76.4	80.4		35.5	38.9		92.7	85.0	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	100		100	100	
Number At or Above Proficient	66	59		43	44		57	57		12	18	
Percent At or Above Proficient	57.4	59.0		55.1	57.1		45.2	48.3		40.0	51.4	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

Conclusions based on this data:

1. African American students have the lowest % proficient of all subgroups in math and need targeted intervention and support.
2. All subgroups experience minor increases in % proficient.
3. White and Asian students far out-perform African American and Hispanic counterparts.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	2	8	3	12	6	24	3	12	11	44	25
1	2	13	4	25	5	31	4	25	1	6	16
2	3	16	12	63	3	16	1	5			19
3			4	31	7	54	2	15			13
4	2	25	3	38	2	25			1	13	8
5	2	25	4	50	1	13			1	13	8
Total	11	12	30	34	24	27	10	11	14	16	89

Conclusions based on this data:

1. Our largest Beginner English Learner population is in Kindergarten.
2. As students move up in the grade span, more students are reclassified or move up a CELDT Level.
3. During 2014-15, 42 students stayed at the same CELDT level. 41 student moved up 1, 2. or 3 CELDT Levels. We need to identify the students who did not move up a level and design targeted intervention for those students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	72	67	60
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	72	67	60
Number Met	45	47	44
Percent Met	62.5%	70.1%	73.3%
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	85	8	78	8	77	6
Number Met	22	--	31	--	28	--
Percent Met	25.9%	--	39.7%	--	36.4%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	*	**Yes**	*	**Yes**	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		1,792	1,763
Percent with Prior Year Data		99.9	100.0
Number in Cohort		1,791	1,763
Number Met		1,013	957
Percent Met		56.6	54.3
NCLB Target	56.0	57.5	59.0
Met Target		**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			1,568	615	1,553	598
Number Met			399	246	369	210
Percent Met			25.4	40.0	23.8	35.1
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			**Yes**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
Mathematics			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		No	No
Met Target for AMAO 3		**No**	**No**

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement, Access & Equity
LCAP GOAL:
SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #1:
Every student at Roosevelt Elementary will be provided with equitable access to high quality common-core aligned instruction in a 21st century learning environment which will close the opportunity gap by creating equitable outcomes for students, particularly for those who have been historically underserved.
Data Used to Form this Goal:
Parent Staff Survey Staff Survey Renaissance STAR Reading Renaissance STAR Math
Findings from the Analysis of this Data:
Roosevelt students experienced gains in both math and reading from Fall 2014 - Winter 2015 Renaissance STAR test administrations. Reading scores rose 7%, from 53% proficient to 60% proficient. Math scores rose 12%, from 54% proficient to 66% proficient. Although this represents positive gain, 40% of our students are still falling below proficiency rates in Reading, and 34% in math. When data is dis-aggregated by race, there is evidence of an achievement gap. In Reading, 68% of Asian students and 77% of White students scored at or above the 50th percentile on the Renaissance Midyear Reading Assessment, compared to 55% of Black students and 42% of Hispanic students. The gap is similar in math. 76% of Asian students and 78% of white students scored at or above the 50th percentile, while Black and Hispanic students scored 55% and 56%, respectively. Collaboration days are rated as highly valued by teachers on the school-wide staff survey- (most staff want at least 3 days per year) 50% of staff report close to full or full implementation of Common Core Standards. Teachers express the desire for more professional development and time to increase knowledge of standards and practices. Teachers expressed interest in continual exposure to latest educational research topics (as covered in the Mills program), however many did not want to continue the inquiry

aspect of Mills.

Parents reported a desire for more challenging and differentiated instruction throughout the school day.

How the School will Evaluate the Progress of this Goal:

Roosevelt School will evaluate the progress of this goal using the following indicators:

- SBAC ELA and Math assessment data
- Renaissance STAR Reading & Math assessment data
- Teacher reflections via Google Feedback Forms
- Mid year & end of year staff survey
- DIBELS reading data
- CELDT scores
- Intervention Program Exit Rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Grade Level Collaboration Days - Sub Release Time Grade level teams will meet 3 times per year to examine teaching and learning practices, to increase knowledge around CCSS align curriculum using supplemental materials in order to plan instruction, and examine SBAC, Renaissance, and DIBELS student data. They will work with district coaches to increase knowledge of CCSS standards & curriculum + Blended Learning. (20 teachers released x 3 times per school year)Grade Level Collaboration Days - Sub Release Time	Fall 2015 - Spring 2017	Principal & Teachers	Sub Release Time	1000-1999: Certificated Personnel Salaries	LCFF - Base	9,000
			Sub Release Time Benefits	3000-3999: Employee Benefits	LCFF - Base	1,369

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Wednesday PLC 3/1 Plan (grade level / professional learning) One Wednesday per month teachers meet to review and discuss professional articles. Teacher leaders will collect articles/videos and present PD to staff. 3 Teacher Leaders will be paid teacher hourly rate 3hrs per month x 9 months. Three Wednesdays per month, grade level teams will meet to calibrate their understanding around CCSS standards to plan and support instruction.	Fall 2015 - Spring 2017	Principal & Teachers	Teacher Hourly	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,650
1.3 Instructional Rounds by Principal Principal will conduct regular classroom walkthroughs to observe common core implementation, 21st century learning, participation protocols and strategies for engagement that are aligned with the district goal of closing the opportunity gap in our students who are historically underserved.	Fall 2015 - Spring 2017	Principal	Instructional Rounds			0
1.4 Instructional Materials: Classroom Supplies Purchase instructional materials for each classroom, including copy paper, pencils, art supplies, etc.	Fall 2015 - Spring 2017	Principal & Office Staff	Instructional Materials: Classroom Supplies	4000-4999: Books And Supplies	LCFF - Base	6,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Instructional Materials: Office Supplies Purchase materials that support instruction for the entire school including copy paper, student folders, etc.	Fall 2015 - Spring 2017	Principal & Office Staff	Instructional Materials: Office Supplies	4000-4999: Books And Supplies	LCFF - Base	6,400
1.6 School-wide Data Analysis SBAC and Renaissance STAR assessment data will be disaggregated and presented to staff for analysis and instructional planning.	Fall 2015 - Spring 2017	Principal, Leadership Team, & Teachers	School-wide Data Analysis			0
1.7 Reading Intervention Low-performing students will receive reading intervention in K-5th. Students will be progress monitored on a regular basis in order to identify specific needs and exit students who have made adequate progress. Teachers will create a google doc to track students in Reading Intervention and monitor exit and entry into the program.	Fall 2015 - Spring 2017	Principal & Teachers	Reading Intervention			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.8 Math Intervention After school program for students scoring below 25% on Renaissance Math in K-5th. Currently we do not have money in our site budget to cover this intervention, so we may have to think about how these students can be served through PTA support or online platform.	Fall 2015 - Spring 2017	Principal & Teachers	Math Intervention			0
1.9 Daily Agendas posted in classrooms Teachers will ensure that their instructional plan for the day is posted in a visible place on their whiteboards. Students benefit from a visual reminder of the daily schedule.	Fall 2015 - Spring 2017	Teachers	Daily Agendas posted in classrooms			0
1.10 Common Core Professional Development Teachers will receive professional development on the new ELD/ELA matrix, NGSS, and Common Core ELA and Math standards. Some of this PD will include demonstration lessons from Roosevelt teachers.	Fall 2015 - Spring 2017	Principal & Teachers	CCSS Professional Development			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.11 District Instructional Coaches Coaches strategically support TK-5 teachers in all curricular areas, integration of technology,and behavioral management. Instructional coaches are funded centrally by SLUSD Ed Services Dept.	Fall 2015 - Spring 2017	Teaching, Learning, & Educational Equity Division	District Instructional Coaches		District Funded	0
1.12 Peer Observation Cycles Teachers will participate in peer observations of common core aligned lessons and blended learning with the intent of strengthening curricular knowledge and teacher practice. There will be 2 rounds of peer observations in the fall and 2 in the spring, each utilizing 4 subs.	Fall 2015 - Spring 2017	Principal & Teachers	Sub Release Time	1000-1999: Certificated Personnel Salaries	LCFF - Base	2400
			Sub Release Time Benefits	3000-3999: Employee Benefits	LCFF - Base	365
1.13 Project Based Learning Teachers will implement student-driven, real-world projects to improve academic and 21st century skills, and help students practice presenting to a public audience. Teachers will receive refresher training on designing a PBL Unit. Teachers will collaborate with their grade level teams during Wednesday Grade Level Meetings and full collaboration days.	Fall 2015 - Spring 2017	Principal & Teachers	PBL Instruction			0
			PBL Professional Development			0
			Grade Level Collaboration to plan PBL units			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.14 Para Educator - for K-1 support Roosevelt PTA funds 1 para-educator to support Kinder and First grade classrooms in a push-in model. She works with small groups, helps the teacher with projects, and supports targeted intervention.	Fall 2015- Spring 2017	Principal, PTA	Donation: Instructional Assistant Salary		Parent-Teacher Association (PTA)	20,000
1.15 Pilot "Being a Writer" Curricula Roosevelt teachers will conduct a K-5 pilot of the "Being A Writer" curricula, designed to teach writing along with socio-emotional skills.	Fall 2015 - Spring 2017	Principal, Instructional Leadership Team, Teachers	Pilot "Being a Writer" Curricula			0
1.16 Pause Looping Roosevelt will temporarily suspend the practice of 2/3 and 4/5 looping in order that teachers may focus on and increase their expertise in CCSS and technology integration at one grade level.	Fall 2015 - Spring 2017	Principal, teachers	Pause Looping			0
1.17 Library, Media Specialist Librarian will maintain school library circulation system, work with teachers and students to increase their understanding of the library system, and promote literacy efforts school wide.	Fall 2015 - Spring 2017	Principal, Librarian	Library, Media Specialist		District Funded	0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LCAP GOAL:
Every school in the District utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS).
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #2:
Every classroom at Roosevelt utilizes 21st century technology to support, improve and enhance student learning and to meet the Common Core State Standards (CCSS). Teachers will increase their comfort level with technology integration and their proficiency in using a blended learning format for instruction.
Data Used to Form this Goal:
• Staff Survey • Parent Survey • LCAP data regarding tech usage • Principal walkthrough observations
Findings from the Analysis of this Data:
Staff survey reflects the increasing use and need for additional technology in the classroom. 66.7% of staff reported that their use and comfort with technology has increased greatly since last year. 78.9% of staff report that they use technology in their teaching 4 or 5 days per week. Roosevelt School had one of the highest % usage of Discovery Education in the entire district. Project Based Learning projects depended heavily on technology integration. Grade level collaboration incorporates data analysis into instructional grouping decisions. Some parents reported that there was "too much technology" being used in schools. This sentiment might reflect the need for additional parent and staff training on blended learning,
How the School will Evaluate the Progress of this Goal:
Roosevelt School will evaluate the progress of this goal using the following indicators: • Google student account usage

- Software usage rates (Newsela, Discovery Ed, Compass Learning, Khan Academy, etc.)
- Renaissance Assessment Participation Rates
- Classroom observations by principal and teachers
- Teacher use of online homework assignments
- Staff Surveys
- Parent Surveys & Feedback

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Google Suite Teachers will use student Google accounts to create, edit, and share written assignments. Teachers will utilize Google Docs, Mail, Sheets, Slides, etc to collaborate, plan and present learning to their colleagues	Fall 2015 - Spring 2017	Principal & Teachers	Use of Google Suite		District Funded	0
2.2 Educational Websites (District Funded) Teachers will utilize websites such as Discovery Education, Newsela, Spelling City, and Compass Learning, to provide differentiated instruction.	Fall 2015 - Spring 2017	District Educational Services, Principal	District Funded Educational Websites		District Funded	0
2.3 Educational Websites (Site Funded) Principal and teachers will evaluate and purchase research-based technology programs to support students to meet CCSS. **This action may require PTA/Dads' Club or other donation support.	Fall 2015 - Spring 2017	Principal & Teachers	Site funded Educational Websites		LCFF - Base	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Illuminate Data Management System Teachers will use Illuminate to enter and analyze student test data (DIBELS and District Interim Assessments) Teachers will receive refresher training on the Illuminate Data Management System as needed.	Fall 2015 - Spring 2017	Principal & Teachers	Illuminate Data Management System		District Funded	0
2.5 Renaissance Place Teachers will use Renaissance Place to administer Reading and Math benchmark tests and analyze student test results.	Fall 2015 - Spring 2017	Principal & Teachers	Renaissance Place		District Funded	0
2.6 Use of Chromebook Carts Teachers will utilize chrome books in the classroom to achieve a blended learning model. The district will improve tech infrastructure and purchase additional devices to eventually achieve a 1:1 student to device ratio. Roosevelt currently has 7 CB Carts and 1 iPad Cart. 1 Additional CB Cart will be purchased at the end of 2014-15, bringing the total to 8 CB Carts + 1 iPad Cart. Principal will assign CB/iPad carts to specific classrooms and work with teachers to determine equitable access to tech resources.	Fall 2015 - Spring 2017	Principal & Teachers	Use of Chromebook Carts			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.7 Technology Accessories Technology accessories will be purchased as needed, including, but not limited to: projector bulbs, screens, chrome book dongles, headphones, and mice.	Fall 2015 - Spring 2017	Principal & Site purchasing agent (Office Mgr)	Instructional Materials: Technology Accessories	4000-4999: Books And Supplies	Donations	1500
2.8 Computer Aide Computer aide will be used to teach and reinforce tech-based curriculum, offer push-in support for technology lessons, and work in the lab as well as in classrooms. *This position is paid for by Roosevelt's Dad's Club.	Fall 2015 - Spring 2017	Principal, PTA, & Dads' Club	Computer Aide Salary		Parent-Teacher Association (PTA)	17,500
2.9 Technology Support Coordinator Teacher in Charge will offer tech support as needed to staff and administrator.	Fall 2015 - Spring 2017	Principal & Teacher In Charge	Teacher Hourly - Tech	1000-1999: Certificated Personnel Salaries	LCFF - Base	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Community & Public Relations
LCAP GOAL:
All students, staff members, parents and community members will be able to communicate with district schools and departments in a clear, accessible, and efficient manner.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #3:
All Roosevelt families will have access to clear, accessible and timely communications. All families will feel welcomed, have opportunities to engage in school activities and have their voices heard.
Data Used to Form this Goal:
Parent Survey Website Usage Remind.com users
Findings from the Analysis of this Data:
Roosevelt School had 9,390 visits to its school website during 2014-15, according to district LCAP survey data. This was the second highest of all elementary schools in the district. Most parents reported that they receive school information from multiple sources including: email, school website, Blackboard Connect Robo-calls, and school or classroom newsletters. After 1 year of usage, there were 176 parents subscribers to the principal's Remind.com communication system.
How the School will Evaluate the Progress of this Goal:
Roosevelt School will evaluate the progress of this goal using the following indicators: • Blackboard Connect data • Website Visit data • Parent Group Meeting Attendance • Attendance at Community Building Events and Parent Education Workshops • Remind.com subscriber and message data

- Back to School Night & Open House
- Parent Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Maintain active Parent Groups AAPAG, Voces Unidas, LGBTQS, ELAC, Dads' Club, PTA Facilitate and support parent group meetings including assisting in planning agendas and delivering content, Principal updates, etc. Provide childcare and light refreshments for parent meetings as needed.	Fall 2015- Spring 2017	Principal, Teachers, and parent facilitator	Supplies: Refreshments for Parent Meetings Childcare for Parent Meetings	4000-4999: Books And Supplies	LCFF - Base Parent-Teacher Association (PTA)	1,000 720
3.2 ELAC- English Learner Advisory Council/Voces Unidas Meetings- Oral Translation Provide oral translation and support for parent meetings. Translation has been supported by teacher leaders in the past, however if the Parent Facilitator can support this role, there will be no cost to the site as parent facilitator position is centrally funded.	Fall 2015 - Spring 2017	Principal and Parent Facilitator	Oral Translation for ELAC/Voces Unidas Meetings			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Parent Facilitator This position facilitates parent involvement through active recruitment for parent groups, hosting parent workshops, helping disseminate information to parents and providing translation for parents. This position is centrally funded by Educational Services.	Fall 2015 - Spring 2017	Principal & Parent Facilitator	Parent Facitilator Salary		District Funded	0
3.4 School to Home Communication School news and events are distributed weekly through the Roosevelt newsletter, Blackboard phone reminders, and Remind.com	Fall 2015 - Spring 2017	Principal, Office Staff, Teacher In Charge	School to Home Communication		District Funded	0
3.5 School and Teacher Webpages School news, calendar, events, and teacher information will be uploaded and kept current on Roosevelt website	Fall 2015 - Spring 2017	Principal, Teachers and Parent Facilitator	School & Teacher Webpages		District Funded	0
3.6 Community Building Events School news, calendar, events, and teacher information will be uploaded and kept current on Roosevelt website	Fall 2015 - Spring 2017	Principal, Teachers & Office Staff	Food/Supplies for Community Building Events	4000-4999: Books And Supplies	LCFF - Base	300
3.7 Family Photo Wall Teachers and parents create a beautiful hallway family photo display to exhibit the diversity of our school population.	Fall 2015 - Spring 2017	Principal, Teachers, parents & LGBTQS Alliance	Family Photo Wall			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.8 Parent Education Workshops Principal and teachers will hold parent education nights to teach parents about Common Core, PBIS, and and technology integration. Childcare and light refreshments will be provided at Parent Education Nights.	Fall 2015 - Spring 2017	Principal & Teachers	Parent Education Workshops			0
3.9 Spanish Club Roosevelt parent serves as private contractor teaching after-school Spanish classes to students 2nd - 5th grade for 2 10-week sessions, 1 day per week.	Fall 2015 - Spring 2017	Principal & parent	Contracted Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1500
3.10 Postage School mailings including truancy notices are sent to families periodically.	Fall 2015 - Spring 2017	Principal & Office Mgr	Postage	5900: Communications	LCFF - Base	250

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety, Health & Wellness
LCAP GOAL:
Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #4:
Roosevelt staff will promote a positive school climate and culture such that all students and community members can thrive within a safe and healthy environment. Students will be provided access to resources to promote social and emotional well-being throughout their educational experience.
Data Used to Form this Goal:
Staff Survey Parent Survey Girls Inc.- # of students receiving services Harvest of the Month data SL City Wide Track Meet data SET Baseline PBIS Data COST Data
Findings from the Analysis of this Data:
90% of parents rated “How safe does your child feel at school?” as a 4 or 5 on a 5 point scale. Staff is familiar with and utilizes COST procedures and knows how to refer students for services. A total of 54 students were referred by teachers to the COST team. Of those 54, 41 students received counseling services through Girls Inc. 6 families declined services, and 7 referrals were not placed with services at the time of this report. When asked about the first year implementation of PBIS, most staff members reported being pleased with the school-wide incentive system and systematic ways to teach desired behaviors. On the Baseline SET evaluation, Roosevelt scored 56% implementation level. A score of 80% is indicative of successful school-wide implementation.

Considering that this was the first year of planning for PBIS, 56% is a reasonable score.

Over 80 students participated in the San Leandro Citywide track meet.

Harvest of the Month: We had 6 different harvest of the month deliveries this year. They included: pears, kale, cabbage, oranges, & blueberries. We have currently 18 teachers enrolled in the harvest of the month program, delivering fruit and veggies to students each month.

How the School will Evaluate the Progress of this Goal:

Roosevelt School will evaluate the progress of this goal using the following indicators:
PBIS - SET Data
Parent Survey
Staff Survey
Girls' Inc Counseling Data
Suspension/ Expulsion Data
Caught B-Ing Good Incentive Ticket Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Health & Wellness Committee Committee meets regularly to identify and prioritize school wellness protocols i.e. Brain Breaks	Fall 2015 - Spring 2017	PE Teacher, Principal, School Nurse, Teachers & Parents	Health & Wellness Committee			0
4.2 Social-Emotional Professional Development Present training on trauma, anti-bullying, Safe Schools Curriculum and PBIS related topics	Fall 2015 - Spring 2017	Principal, CEC Teacher, School Psychologist/ counseling Intern, District Program Specialist	Social-Emotional Professional Development			0
4.3 Free Breakfast SLUSD provides free breakfast for all students. School will publicize this service to all families.	Fall 2015 - Spring 2017	District Food Services & Principal	Free Breakfast		District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.4 Emergency Plan School Safety Committee and District Officers meet to coordinate site safety plan. Monthly emergency drills are conducted.	Fall 2015 - Spring 2017	Principal & Safety Committee Members	Emergency Plan			0
4.5 Girls' Inc. Mental Health Services Continue to provide counseling support for students and families	Fall 2105 - Spring 2017	Principal, COST Coordinator & Girls Inc. Counseling Intern	Girls' Inc. Mental Health Services			0
4.6 San Leandro Sports Foundation Track Meet Recruit and train students to participate in the annual track and field event sponsored by SL Sports Foundation.	Fall 2015 - Spring 2017	PE Teacher & Principal	San Leandro Sports Foundation Track Meet			0
4.7 COST- Coordination of Services Team COST Coordinator leads COST team to evaluate students' socio-emotional, physical and mental health needs and assign appropriate services for them. COST Coordinator receives a stipend funded by district.	Fall 2015 - Spring 2017	Principal, COST Coordinator, RSP Teacher, Girls' Inc Counselor	COST Team		District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.8 Conflict Managers Coordinators train intermediate students to resolve conflicts on the recess yard. T-shirts and occasional pizza is provided to Conflict Managers.	Fall 2015 - Spring 2017	Conflict Manager Coordinators (teachers)	Supplies for Conflict Managers	4000-4999: Books And Supplies	LCFF - Base	200
4.9 Harvest of the Month P.E. teacher will receive, organize and prepare the Harvest of the Month fruit & vegetable delivery for distribution to classrooms. She will inform teachers of the delivery and track data on teacher usage of this program.	Fall 2015 - Spring 2017	P.E. Teacher	Harvest of the Month			0
4.10 Student Leadership 4th/5th grade teacher organizes and facilitates student leadership group to lead school activities that promote school spirit and community.	Fall 2015 - Spring 2017	4th and 5th Grade Teachers	Student Leadership			0
4.11 National Day of Silence Intermediate classrooms participate in lessons designed to improve awareness and build empathy. Roosevelt Elementary partners with Washington Elementary in a silent march and group presentation to honor the National Day of Silence.	Fall 2015 - Spring 2017	Principal, Music Teacher, & 4th/5th grade teachers	National Day of Silence			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.12 Positive Behavior Intervention and Support (PBIS) Entire school community will demonstrate applied knowledge of school behavioral expectations (3B's). Positive reinforcement system will be implemented utilized by all staff members on campus. Display 3B's Hornet in the main hallway and acknowledge students regularly with announcements on the loudspeaker and prizes. (Prizes will be supported by PTA Fundraising Chair.) School-wide explicit lessons will be taught during the first 15 days of school to ensure consistency around common behavior expectations. Hold regular All School Assemblies to acknowledge 3 B's behavior. Award students with pencils for positive behavior, academic growth and achievement.	Fall 2015 - Spring 2017	Principal, PBIS Team, Teachers	Teacher Hourly- PBIS Team Members (45 min/ month + 45 min prep) x 4 teachers x 10 months Incentives for PBIS prizes	1000-1999: Certificated Personnel Salaries	LCFF - Base Parent-Teacher Association (PTA)	2000 500
4.13 Medical Supplies Replenish school medical supplies including first aid, ice packs, tape, gauze, wound cleaner, etc.	Fall 2015 - Spring 2017	Principal, Office Staff	Medical Supplies	4000-4999: Books And Supplies	LCFF - Base	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.14 Safe Routes to Schools Program Host Monthly Walk & Roll to School Events, International Walk to School Day (October), Golden Sneaker Contest, and National Bike to School Day (May). These events encourage families to walk, share a rides, or roll to school- to promote healthy lifestyles. Students will receive prizes for walking and rolling to school.	Fall 2015 - Spring 2017	Principal, Safe Routes Parent Co-Chairs, Parent Facilitator	Safe Routes to Schools		Parent-Teacher Association (PTA)	0

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Facilities
LCAP GOAL:
Continue to improve school facilities to ensure facilities are user-friendly, accessible and energy efficient.
LEA GOAL:
Same as LCAP Goal
SCHOOL GOAL #5:
Continue to improve Roosevelt school facilities to ensure facilities are user-friendly, accessible and energy efficient.
Data Used to Form this Goal:
Parent Survey Staff Survey
Findings from the Analysis of this Data:
Parents were concerned about open campus and the potential dangers of intruders. Parents are pleased with new play structure. Staff is pleased with playground striping. Staff requested more functional water fountains and air conditioning. Air conditioning is non-existent in Rooms 1, 2, 4, 6, 14, 15, & 16 and main office
How the School will Evaluate the Progress of this Goal:
Roosevelt School will evaluate the progress of this goal using the following indicators: Parent Survey Staff Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Beautification Days Dads' Club will host 2 Beautification Days per year (Fall & Spring) to maintain school facilities including Reading Garden, community garden, etc.	Fall 2015 - Spring 2017	Dads' Club	Beautification Days		Parent-Teacher Association (PTA)	3,150
5.2 Carpet Cleaning Custodial Staff will shampoo carpets twice per year.	Fall 2015 - Spring 2017	Custodial Staff	Carpet Cleaning			0
5.3 Door Stops & Fans Order door stops and fans for classrooms in need of these supplies.	Fall 2015 - Spring 2017	Principal & Office Staff	Instructional Materials: Office Supplies	4000-4999: Books And Supplies	LCFF - Base	500
5.4 Classroom Whiteboard Replace existing chalkboard in two classrooms with a whiteboard. (Room 11 and Room 8)	Fall 2015 - Spring 2017	Principal & Maintenance Dept.	Classroom Whiteboard			0
5.5 Weekend Patrol of Campus Enlist support of SL Police Department to increase safety of campus.	Fall 2015 - Spring 2017	Principal & SLPD	SLPD Weekend Campus Patrol			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.6 Recess equipment Replace recess equipment including: jump ropes, scooters, tether balls, hula hoops, hoppy balls. PTA support may be enlisted to help with this purchase.	Fall 2015 - Spring 2017	Principal & P.E. Teacher	Recess Equipment		Parent-Teacher Association (PTA)	500
5.7 Lunch Time Composting Parent volunteers will organize composting several times per month to reduce waste. Student volunteers will be selected each month to support the composting effort.	Fall 2015 - Spring 2017	Principal & Parents	Lunchtime Composting			0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Achievement, Access and Equity
LCAP/LEA GOAL #1:
SLUSD will ensure social justice through access to a high quality and comprehensive instructional program in which all students meet or exceed national standards and demonstrate career and college readiness in 21st century learning environments. Access to career and college readiness through consistent high quality instruction and the integration of technology will close the opportunity gap by creating more equitable outcomes for students, particularly for those who have been historically underserved.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.0 Provide competitive salaries for staff in order to attract and retain highly qualified, effective teachers, support staff and administrators who will implement and support outstanding instructional programming that meets the needs of all students, particularly students who have been historically underserved.	2015-2016	Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	1,400,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Teachers in every classroom implementing the CCSS and technology integration through access to high quality professional development and release time for collaboration and planning. Provide specialist teachers, counselors, and career technical education teachers with professional development that also supports instructional improvement and access to CCSS. (i.e. includes: release time across content areas; district wide professional learning days; after school professional development, and; summer conferences). This investment in professional learning also includes large scale training on technology for all employees in the district in order to ensure we build the organization's capacity to address the digital divide and develop students' and families' digital literacy skills.	2015-2016	Teaching, Learning & Educational Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	Common Core LCFF - Supplemental	66,000 275,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Hire and develop instructional coaches to support teachers in the implementation of CCSS, differentiation for all students (English Learners, Special Education, Gifted, etc.) technology integration, and a learning environment that promotes the 21st century competencies. Instructional coaches support the continuous improvement of instruction and the implementation of the district's instructional reform initiatives. Instructional coaches will be organized and deployed by content area expertise in the areas of Language Arts, Mathematics, Science and English Language Development in order to support the implementation of the new standards in all of these curricular areas.	2015-2016	Teaching, Learning & Equity and Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	425,000
1.3 Professional development for administrators in leading and/or supporting the implementation of CCSS, differentiation, technology integration and a learning environment that promotes the 21st century competencies. Through high quality professional development, site and district leaders acquire the skills and mindset to serve all students to create more equitable educational outcomes.	2015-2016	Educational Services	LEA-wide ALL	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Provide BTSA (Beginning Teacher Support and Assessment) induction support to new teachers with an emphasis on differentiation in order to meet the needs of all students, particularly for those who have been historically underserved.	2015-2016	Teaching, Learning & Equity and Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	200,000
1.5 Linking literacy to achievement by creating, implementing and sustaining a culture of literacy through access to technology, multimedia and culturally and linguistically responsive literature in a multimedia community center. Transform all libraries as multimedia community centers available before, during, and after school. These libraries will help close the digital divide by ensuring access to technology to all students.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900,000
1.6 Implementing Compass Learning personalized learning software for differentiation, acceleration and intervention. The implementation of this software will allow teachers to teach smaller groups while students are on their personalized learning pathway on the computer. The software is used in the district's English Language Arts and Mathematics intervention classes. Continue to provide professional development on how to design a blended learning environment using instructional software.	2015-2015	Technology, Assessment, Research & Evaluation and Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	60,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.7 Implementing Renaissance Learning to support diagnostic reading assessments and students reading text at their designated reading level; increase library circulation rates to promote a culture of literacy through the Accelerated Literacy 360 program.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	106,000
1.8 Implement a district & classroom assessment data management system; create or use pre-built CCSS assessments; implement a CCSS aligned TK-12 Report Card	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	48,000
1.9 Implement Discovery Education Streaming and Science to enhance CCSS lessons with real world and digital learning	2015-2016	Technology, Assessment, Research & Evaluation and Teaching, Learning and Equity	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	35,000
1.10 Implement robust elective courses in the master schedule grades 6-12 (include new courses like robotics, computer science coding, etc.)	2015-2016	Teaching, Learning and Equity	Targeted-secondary schools	4000-4999: Books And Supplies	LCFF - Supplemental	30,000
1.11 Purchase and repair instruments to expand and ensure access to instrumental courses, especially to students who have been historically underserved and have limited access to music education.	2015-2016	Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	20,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.12 Implement Gifted and Talented Education (GATE) enrichment experiences for GATE identified students. Implement online gate testing to create efficiency in the GATE identification process. Provide acceleration and differentiation to students who are identified GATE with an aim of including students in the GATE program who have been historically underrepresented.	2015-2016	Teaching, Learning and Equity and Technology, Assessment, Research & Evaluation	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	LCFF - Supplemental	100,000
1.13 Begin providing teachers with training and the capacity for course development in STEAM programming.	2015-2016	Teaching, Learning and Equity	Targeted-secondary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000
1.14 Provide professional development for CCSS aligned project based learning. Continue to support project based learning as a pedagogical approach across content areas in order to create real world, relevant learning experiences.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5700-5799: Transfers Of Direct Costs 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	150,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.15 Provide professional development and support to counselors grades 6-12 in order to better support students with accessing career and college pathways so that the district closes the opportunity gap for all its students.	2015-2016	Technology, Assessment, Research & Evaluation	Targeted-secondary schools	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	25,000
1.16 Provide summer school enrichment classes, intervention, credit recovery, and expanded alternative education options in order to increase graduation rates. In addition, implement pre-kindergarten summer learning opportunities to prepare our youngest learners for school. Through extended learning opportunities at all levels, students will be able to have access to intervention and acceleration outside of the regular school year.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	400,000
1.17 Purchase a variety of texts for classroom libraries and secondary courses as supplemental instructional materials to teach CCSS.	2015-2016	Teaching, Learning and Equity	LEA-wide	4000-4999: Books And Supplies	LCFF - Supplemental	40,000
1.18 Class size reduction to 27:1 (approaching 24:1 by 2021)	2015-2016	Human Resources	Targeted-elementary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Base	400,000
1.19 Fund salaries of Educational Services Division staff in order to ensure effective implementation of initiatives, systems, procedures, and support that align to district improvement efforts articulated in the strategic action plan.	2015-2016	Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	410,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.20 Increase academic counselor staffing by one full time position to improve the secondary counseling program.	2015-2016	Human Resources	Targeted-secondary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	100,000
1.21 Increase music teacher staffing by one full time position in order to expand elementary music instruction and ensure more access to enriching music education.	2015-2016	Human Resources	Targeted-elementary schools ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	50,000
1.22 Improve and expand bilingual alternative programming in order to increase student achievement levels while simultaneously promoting biliteracy and biculturalism. Explore dual immersion programming at target elementary sites.	2015-2016	Teaching, Learning and Equity	Targeted-elementary schools English Learners	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	25,000
1.23 Implementation of Imagine Learning Language Development blended learning tool in order to promote ongoing language assessment and targeted language development instruction	2015-2016	Technology, Assessment, Research and Evaluation & Teaching, Learning and Equity	LEA-wide English Learners Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	250000
1.24 Implement TK-12 online typing curriculum in order to build digital literacy skills.	2015-2016	Technology, Assessment, Research and Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.25 Support arts specialists and art integration via professional learning and supplies to enhance arts education across TK-12 programming; all with the aim of closing the opportunity gap by providing consistent access to enriching visual arts programming.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	20,000
1.26 Provide access to outdoor education programming during key transitional periods in our students' educational pathway in order to build community, life skills, and enhance classroom learning.	2015-2016	Teaching, Learning and Equity	LEA-wide at target grade levels ALL	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	30,000
1.27 Provide after school enrichment classes in science, computer technologies, and visual and performing arts.	2015-2016	Teaching, Learning and Equity	LEA-wide ALL	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	100,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.28 Implemented a centralized Avid programming across secondary schools and into elementary schools, in order to foster a college going culture and necessary instructional support for students who have been historically marginalized from the college pathway.	2015-2016	Teaching, Learning and Equity	LEA-wide Low income pupils English Learners Foster Youth Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	50,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Technology
LCAP/LEA GOAL #2:
Every school in the district utilizes 21st century technology to personalize, support, improve and enhance student learning and to meet or exceed the State Common Core Standards. SLUSD will create 21st century learning environments that include opportunities for reducing the class size, personalizing students' learning, encouraging application of the 21st century competencies (critical thinking and problem solving, communication, collaboration, creativity and global competency) and formatively assessing student learning through robust implementation of technology integration.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.0 Improve the infrastructure of the district to support a seamless 1:1 learning environment by: Connecting to the city's fiber optic loop Upgrading switches and internal fiber Installing new WiFi Increasing Internet bandwidth Adding devices	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	Other	5,000,000
2.1 Ongoing payments, replacement and refresh of student and teacher devices in order to continue to maximize access to technology and technology integrated instruction with the aim of eliminating the digital divide.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental Common Core	604,000 525,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Provide pilot TK-3 classrooms with devices to promote small group instruction, differentiated instruction, create authentic products that demonstrate student learning, deliver online assessments, migrate to digital techbooks and establish a blended learning environment.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	100,000
2.3 Provide stipends for teacher leaders who will serve as technology integrators and specialists at sites to support digital learning in the classroom.	2015-2016	Technology, Assessment, Research & Evaluation & Human Resources	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	40,000
2.4 Implement a TK-12 digital curriculum focused on developing students' digital citizenship skills and understanding of internet safety.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000
2.5 Implement softwares (i.e. Gaggle and Synergyze) to support the implementation of Google applications for education in order for students to have digital tools for communication, collaboration, and creativity.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	59,500
2.6 Increase technology support services	2015-2016	Technology, Assessment, Research & Evaluation and Human Resources	LEA-wide ALL	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	140,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Community and Public Relations
LCAP/LEA GOAL #3:
All students, staff members, parents and community members will be able to communicate with the district, schools and departments in a clear, accessible, and efficient manner. Improved communication will lead to increased parental involvement and better employee engagement. Strategic partnerships with local business and city partners will contribute to the enrichment of students' educational experiences.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.0 Hire 12 Parent Facilitators II who will serve as liaisons between the families and schools, provide translation, establish welcoming parent centers, and lead the parent engagement approach (activities, workshops, universities, college and career guidance, etc.) with site administrators at every school.	2015-2016	Human Resources & Teaching, Learning and Equity	LEA-wide ALL	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	450,000
3.1 Implement the PTA School Smarts community engagement program.	2015-2016	Teaching, Learning and Equity	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	50,000
3.2 Utilize adopted technologies to enhance the communication approach with families across the district (Websites, Blackboard connect, texting tools, etc.) and set a district standard for communication expectations.	2015-2016	Technology, Assessment, Research & Evaluation	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	66,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Implementation of communication plan; including the hiring of a Public Information Officer to more effectively and efficiently communicate with our culturally and linguistically diverse parent community in conjunction with district wide translation services in Spanish and Chinese.	2015-2016	Superintendent	LEA-wide ALL	2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 5900: Communications 3000-3999: Employee Benefits	LCFF - Supplemental	275,000
3.4 Work with local San Leandro Education Foundation (SLED) and the City of San Leandro to establish partnerships with business and community partners that can enrich students' learning experiences	2015-2016	SLUSD	LEA-wide			0

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in School Safety, Health and Wellness
LCAP/LEA GOAL #4:
Every student in SLUSD will attend a safe, healthy and supportive school that collaborates with civic and community partners to ensure best practices in security, health and wellness, thereby creating campuses that have thriving positive school climates. These positive school climates will ensure inclusiveness, healthy living habits and relationships based upon mutual respect. Students will be provided access to resources and support to promote social and emotional well-being throughout their educational experience.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.0 Implement a district wide Positive Behavior Intervention System through professional development and coaching	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	175,000
			ALL	5000-5999: Services And Other Operating Expenditures		
4.1 Mental Health Services at all sites through the Coordination of Services Team (COST)	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000
			ALL	3000-3999: Employee Benefits	Other	
				5800: Professional/Consulting Services And Operating Expenditures		

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Implement and support the operations, programming and management of the Student Health and Wellness Center	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 3000-3999: Employee Benefits	LCFF - Supplemental Other	315,000
4.3 Increased nursing and health support services	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental	90,000
4.4 Foster youth behavioral and health services	2015-2016	Student Services, Special Education, & Community Wellness	LEA-wide Foster Youth	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	60,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Facilities
LCAP/LEA GOAL #5:
Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.0 Maintenance and Operations will ensure students have access to safe and clean facilities according to a common standard of practice across the district through training and streamlining of processes.	2015-2016	Business and Operations Division	LEA-wide ALL	5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	12,500
5.1 Implement a deferred maintenance plan	2015-2016	Business and Operations Division	LEA-wide	6000-6999: Capital Outlay	Other	450,000
5.2 Maintenance and Operations routine maintenance	2015-2016	Business and Operations Division	LEA-wide ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	LCFF - Base	2,400,000

Actions to be Taken to Reach This Goal	Timeline	Department(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.3 Complete the following bond projects: Bancroft Middle School painting, parking lot repair, and door replacement Fencing Air Conditioning at McKinley and Muir Security Cameras Portable ramps Partial funding for remodeling of Health and Wellness Center	2015-2016	Business and Operations Division	LEA-wide and targeted schools ALL	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	Other	3,700,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	0.00
Donations	1,500.00
LCFF - Base	35,834.00
Parent-Teacher Association (PTA)	42,370.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,000.00
1000-1999: Certificated Personnel Salaries	17,050.00
3000-3999: Employee Benefits	1,734.00
4000-4999: Books And Supplies	16,800.00
5800: Professional/Consulting Services And Operating	1,500.00
5900: Communications	250.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	0.00
	District Funded	0.00
4000-4999: Books And Supplies	Donations	1,500.00
	LCFF - Base	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	17,050.00
3000-3999: Employee Benefits	LCFF - Base	1,734.00
4000-4999: Books And Supplies	LCFF - Base	15,300.00
5800: Professional/Consulting Services And	LCFF - Base	1,500.00
5900: Communications	LCFF - Base	250.00
	Parent-Teacher Association (PTA)	41,370.00
	Parent-Teacher Association (PTA)	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,784.00
Goal 2	20,000.00
Goal 3	3,770.00
Goal 4	3,000.00
Goal 5	4,150.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Soraya Sablo Sutton	X				
Lauren Lipka		X			
Maria Markison				X	
Elise Dixon				X	
Cynthia Epps		X			
Heidi Klopfer				X	
Christine Falcon				X	
Laura Ordonez			X		
Numbers of members of each category:	**1**	**2**	**1**	**4**	

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

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

State Compensatory Education Advisory Committee _____
Signature

English Learner Advisory Committee _____
Signature

Special Education Advisory Committee _____
Signature

Gifted and Talented Education Program Advisory Committee _____
Signature

District/School Liaison Team for schools in Program Improvement _____
Signature

Compensatory Education Advisory Committee _____
Signature

Departmental Advisory Committee (secondary) _____
Signature

Other committees established by the school or district (list): _____
Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Dr. Soraya Sablo-Sutton		
Typed Name of School Principal	Signature of School Principal	Date
Maria Parker Markison		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date